



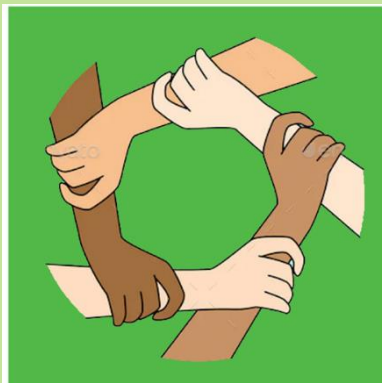


















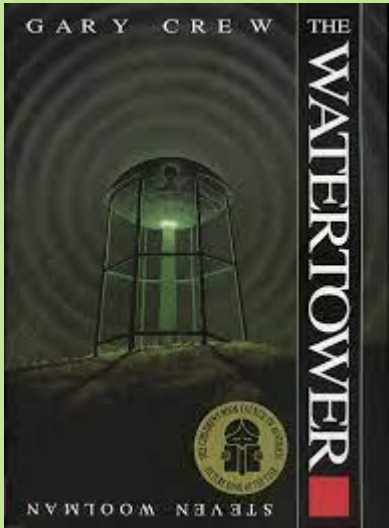
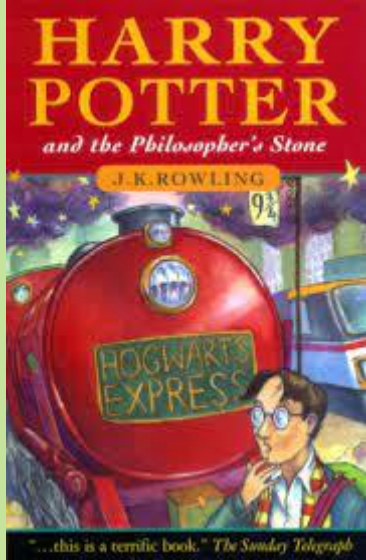
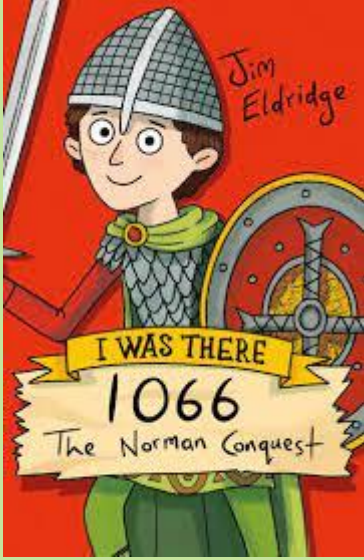
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Whole School Mental Health and Wellbeing (Whole School Approach) School Values						
	EH4MH 10-a-day Kindness Calendar Happier Kinder Together Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/					
Termly and Assembly Themes	Kindness Stay connected to those you care about. Being kind to one another what does that look like? Being kind to yourself and the school community Protected Characteristics Race 	Community Actively care for others What are our communities? How can we support our school community and each other Protected Characteristics Disability 	Respect Be proud of your very being. Take a break. Respecting each other's views Respecting our community and school Respecting each other Sportsmanship Protected Characteristics Religion and Beliefs  Sex 	Relationships Talk about your feelings Ask for help Positive healthy relationships. Protected Characteristics Marriage and Civil Partnerships  Protected Characteristics Sexual Orientation 	Happiness Do something that you enjoy and are good at. Celebrating achievements Supporting each other's achievements Being positive and positive emotions and well being Protected Characteristics Age  Gender Reassignment 	Health Keep yourself Hydrated! Keep active in Mind and Body How to get help Healthy choices Protected Characteristics Pregnancy and Maternity 

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Skills Builder / Social Interaction Step 5			 	 		
Skills Builder Step 5 Training Area - Skills Builder Hub Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)	<p>I listen to others and record important information as I do.</p> <p>The building blocks of this step are learning how to:</p> <p>Sustain concentration and focus when listening over a longer time. Identify key pieces of information. Record information in a way that makes it accessible again in the future</p> <p>Reflection questions</p> <p>How do you find listening for 20-30 minutes? What causes you to lose focus and concentration? Do you have any ways of helping to maintain concentration? Can you just write down everything you hear? If not, how do you know which information to write down? How do you take notes at the moment? What tricks can you use to save writing words when you're listening?</p>	<p>I keep trying when something goes wrong and help cheer others up.</p> <p>The building blocks of this step are learning:</p> <p>How to recognise others' emotional responses to something going wrong How to cheer up others when something goes wrong</p> <p>Reflection questions</p> <p>When something goes wrong, how do you sometimes react? How do you think other people feel when something goes wrong? How might you be able to tell? Why is it helpful to cheer people up? How can you cheer other people up when something goes wrong?</p>	<p>I work well with others by understanding and respecting diversity of others' culture, beliefs and background.</p> <p>The building blocks of this step are learning:</p> <p>What is diversity What is equality What is inclusivity Reflection questions What does diversity mean? What does it mean to be inclusive? What does it mean to discriminate? How do you create an environment where everyone is respected and able to make a full contribution?</p> <p>I speak effectively by using appropriate language.</p> <p>The building blocks of this step are learning:</p> <p>What is meant by language and how it varies How to judge what language is appropriate in different settings Reflection questions</p>	<p>I manage group discussions to reach shared decisions.</p> <p>The building blocks of this step are learning:</p> <p>How to organise a meeting What different roles exist in a meeting How to chair a meeting Reflection questions What do you need to do to plan a good meeting? How do you make sure everyone has a chance to contribute their ideas? How do you get to decisions? Have you had experience of bad meetings? What went wrong?</p> <p>I set goals for myself</p> <p>The building blocks of this step are learning:</p> <p>How to set goals in a stretch zone How to know if a goal has been achieved Reflection questions What is a goal? How can we set goals in our stretch zone? Can you give examples of when you've done this?</p>	<p>I explore problems by thinking about the pros and cons of possible solutions.</p> <p>The building blocks of this step are learning:</p> <p>How to identify the pros and cons of possible answers for complicated problems How to evaluate the pros and cons to help make a decision Reflection questions What is meant by pros and cons? Why can it be helpful to use these on complicated problems? How can you use pros and cons to make a decision? What mistakes do people sometimes make?</p>	<p>I generate ideas by combining different concepts.</p> <p>The building blocks of this step are learning:</p> <p>How to identify the components of ideas and concepts How to combine these components to create something new Reflection questions What are concepts? What are components? How can you break an idea or concept into components? How can we combine the components of ideas to create new ones? What are the advantages of doing this? What are the risks of doing this?</p>

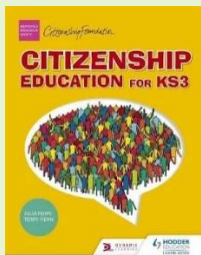
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		How does it depend on what emotional state they are in?	How does the language we use change in different settings? What are some examples of different language that give us a clue as to how formal or informal it is? Thinking about the three broad types of language (formal, informal and technical), which do you think is appropriate in what setting? Why do you think it is vital to get this right?	How can you tell if a goal has been achieved? How do goals and success criteria fit together? Why can numbers help you measure a goal?		
Planning To be submitted First Friday Back from The School Holiday There are 2 templates choose which template you prefer. Staff planning 2023-2024						
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Water	Hocus Pocus	China	Home Sweet Home	Frankenstein	Castle and Carnage
Reading Core Text Text Outcomes Fiction Non-fiction						
	F : Character description NF : Local area report	F : Spell poetry calligrams NF : Potion instructions	F : Retell traditional tale NF : Life in China newspaper report	F : Setting description NF : Estate agent's advert	F : Sequel story NF : Cure persuasive text	NF : Explanation text - weapons Transition Writing Task
Writing Purpose & Genre						
Reading	Hocus Pocus		China		Home Sweet Home	

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Text Outcomes Fiction Non-fiction						
Writing Purpose & Genre	F : Spell poetry acrostics NF : Potion instructions		NF : Non chronological report NF : Advert for New Year event		F : Diary entry NF : Recipe from another country	
Maths	Follow White Rose Scheme of Work Maths Whole School Long Term Overview.docx (sharepoint.com)					
	Place Value and ordering integers and decimals 7-9 Solving Problems with addition and subtraction 1-2 Solving Problems with multiplication and division 3-5	Solving Problems with multiplication and division 3-5 Addition and Subtraction of fractions 10-12 Fractions and percentages of amounts 6	Fraction, decimal and percentage equivalence 10-12 Developing number sense 7-8 Sets and probability 9-10	Understand and use algebraic notation 3-4 Equality and equivalence 5-6 Sequences 1-2	Operations and equations with directed number 7-9 Constructing, measuring and using geometric notation 1-3	Developing geometric reasoning 4-6 Developing number sense 7-8 Prime numbers and proof 11-12
Science	Particle Model Explain unfamiliar observations about gas pressure in terms of particles. (Chem/PNM1) Explain the properties of solids, liquids and gases based upon the arrangement and movement of their particles. (Chem/PNM1) Explain changes in states in terms of changes to the energy of particles. (Phys/M/PM1) Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion. (Phys/M/PM1) Earth Structure Explain why a rock has a particular property based upon how it was formed. (Chem/EA1, 2, 3) Identify the causes of weathering and erosion and described how they occur. (Chem/EA3) Construct a labelled diagram to identify the processes of the rock cycle. (Chem/EA3)	Acids and Alkalis Identify the best indicator to distinguish between solutions of different pH, using data provided. (Chem/CR5) Use data and observations to determine the pH of a solution and explain what this shows. (Chem/CR4) Explain neutralisation reactions are used in a range of situations. (Chem/CR6) Describe a method for how to make a neutral solution from an acid and alkali. (Chem/CR7) Sound Explain observations where sound is reflected, transmitted or absorbed by different media. (Phys/W/SW2) Explain observations of how sound travels using the idea of a longitudinal wave. (Phys/W/SW3) Describe the amplitude and frequency of a wave from a diagram or oscilloscope picture. (Phys/W/SW1) Use drawings of waves to describe how sound waves change with volume or pitch. (Phys/W/SW4)	Variation Explain whether characteristics are inherited, environmental or both. (Bio/GE/ICDG1) Plot bar charts or line graphs to show discontinuous variation data. (Bio/GE/ICDG4) Explain how variation helps a particular species in a changing environment. (Bio/GE/ICDG3) Explain how characteristics of a species are adapted to particular environmental conditions. (Bio/GE/ICDG5) Interdependence Describe how a species’ population changes as its predator or prey population changes. (Bio/II/RE1,3) Explain effects of environmental changes and toxic materials on a species’ population. (Bio/II/RE3) Combine food chains to form a food web. (Bio/II/RE1) Explain issues with human food supplies in terms of insect pollinators. (Bio/II/RE2)	Voltage & Resistance Draw a circuit diagram to show how voltage can be measured in a simple circuit. (Phys/EE/CE1) Use the idea of energy to explain how voltage and resistance affect the way components work. (Phys/EE/CE2) Given a table of voltage against current to determine the resistance. (Phys/EE/CE2) Use an analogy like water in pipes to explain why part of a circuit has higher resistance. (Phys/EE/CE2) Current Describe how current changes in series and parallel circuits when components are changed. (Phys/EE/CE1) Turn circuit diagrams into real series and parallel circuits, and vice versa. (Phys/EE/CE1) Describe what happens when charged objects are placed near to each other touching. (Phys/EE/SE2) Use a sketch to describe how an object charged positively or negatively become charged up. (Phys/EE/SE1) Energy costs	Movement Explain how a physical property of the skeleton relates to its function. (Bio/SFLO/SMS1) Explain why some organs contain muscle tissue. (Bio/SFLO/SMS2) Explain how antagonistic muscles produce movement around a joint. (Bio/SFLO/SMS3) Use a diagram to predict the result of a muscle contraction or relaxation. (Bio/SFLO/SMS2) Human reproduction Explain whether substances are passed from the mother to the foetus or not. (Bio/SFLO/R1) Use a diagram to show stages in development of a foetus from the production of sex cells to birth. (Bio/SFLO/R1) Describe causes of low fertility in male and female reproductive systems. (Bio/SFLO/R1) Identify key events on a diagram of the menstrual cycle. (Bio/SFLO/R1) Cells Explain why multi-cellular organisms need organ systems to keep their cells alive. (Bio/SFLO/CO6)	Speed Illustrate a journey with changing speed on a distance-time graph and label changes in motion. (Phys/MF/DM2) Describe how the speed of an object varies when measured by observers who are not moving; or moving relative to the object. (Phys/MF/DM1,3) Metals and non-metals WITH MIKE Describe an oxidation, displacement or metal-acid reaction with a word equation. (Chem/CR2,3) Use particle diagrams to represent oxidation, displacement and metal-acid reactions. (Chem/CR1) Identify an unknown element from its physical and chemical properties. (Chem/PT1) Place an unfamiliar metal into the reactivity series based on information about its reactions. (Chem/M1)

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				<p>Compare the amounts of energy transferred by different foods and activities. (Phys/E/CFUCDC1)</p> <p>Compare the energy usage and cost of running different home devices. (Phys/E/CFUCDC2,3,4)</p> <p>Explain the advantages and disadvantages of different energy resources. (Phys/E/CFUCDC5)</p> <p>Represent the energy transfers from a renewable or non-renewable resource to an electrical device in the home. (Phys/E/ECT3)</p>	<p>Suggest what kind of tissue or organism a cell is part of, based upon its features. (Bio/SFLO/CO3)</p> <p>Explain how to use a microscope to identify and compare different types of cells. (Bio/SFLO/CO1)</p> <p>Explain how uni-cellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cell. (Bio/SFLO/CO2, 5)</p>	
PE	Co-operative Games	Games: Invasion Basketball	Gymnastics	Games: Invasion Football	Games Net/Wall Strike/Fielding	Athletics
Outdoor Education						
<p>Personal Development Citizenship</p> <p>Using Citizenship Education for KS3</p>  <p>Purple Exercise book</p>	<p>Rules, Fairness, Rights and Responsibilities</p> <p>The Excellent Community School Pg 6</p> <p>Rules Pg 8</p> <p>It's not fair! Applying the Rules Pg 10</p> <p>It's not fair! Who gets what? Pg 12</p>	<p>Communities and Identities</p> <p>Communities and Identities Pg 26</p> <p>Different Identities Pg 28</p> <p>Living together in communities Pg 30</p>	<p>Laws and the Justice System</p> <p>Laws and the Justice system Pg 40</p> <p>Youth crime Pg 42</p> <p>Rights and the police Pg 44</p> <p>What advice would you give Pg 46</p>	<p>Managing Money</p> <p>Why do we use money? Pg 60</p> <p>What do you do with your money? Pg 62</p>	<p>Liberty and Freedom</p> <p>What sort of country do you want to live in? Pg. 76</p> <p>Democracy and freedom Pg 78</p> <p>Conflicting rights Pg 80</p>	<p>A Brief History of Parliamentary Democracy</p> <p>A brief history of parliamentary democracy Pg 92</p> <p>What role does the monarchy play in the UK? Pg 96</p> <p>Is it time for the monarchy to change? Pg 98</p> <p>Developing your discussion and debating skills Pg 100</p>
<p>PSHE</p> <p>PSHE Framework</p> <p>PSHE Association Charity and membership body for PSHE education (pshe-association.org.uk)</p>	<p>Self-Awareness</p> <p>PSHE Association planning framework for SEND - KS3 & 4 Pg 23</p> <p>SA1 - Personal strengths.</p> <p>SA2 - Skills for learning.</p>	<p>Self-Care, Support and Safety</p> <p>PSHE Association planning framework for SEND - KS3 & 4 Pg 25 - 26</p> <p>SSS1 - Feeling unwell.</p> <p>SSS2 - Feeling frightened/worried.</p>	<p>Changing and Growing</p> <p>PSHE Association planning framework for SEND - KS3 & 4 Pg 32 – 33</p> <p>CG1 - Puberty.</p> <p>CG2 - Friendships.</p> <p>CG3 -Positive/unhealthy relationships.</p>	<p>Managing Feelings</p> <p>PSHE Association planning framework for SEND - KS3 & 4 Pg 30</p> <p>MF1 - Self-esteem and unkind comments.</p> <p>MF2 - Strong feelings.</p>	<p>Healthy Lifestyles</p> <p>PSHE Association planning framework for SEND - KS3 & 4 Pg 36</p> <p>HL1 - Elements of a healthy lifestyle.</p> <p>HL2 - Mental wellbeing.</p>	<p>The World I Live In</p> <p>PSHE Association planning framework for SEND - KS3 & 4 Pg 39</p> <p>WIL1 – Diversity, rights and responsibilities.</p>

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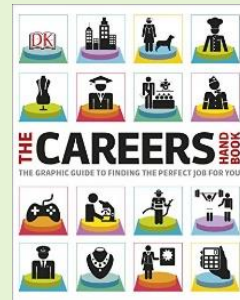
 <p>Purple Folders</p>						
<p>Additional Resources</p>						
<p>PD Whole School E-Safety Overview</p> <p>From Project EVOLVE</p> <p>Sign In to your Account ProjectEVOLVE</p> <p>Toolkit Resources Year Group</p>	 <p>Managing Online Information</p>  <p>Privacy and Security</p>	 <p>Online Bullying</p>  <p>Online Relationships</p> <p>Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/</p>	 <p>Self-Image and Identity</p> <p>Safer Internet Day: https://saferinternet.org.uk/</p>	 <p>Copyright and Ownership</p> <p>CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/</p>	 <p>Health, Well-being and Lifestyle</p>	 <p>Online Reputation</p>
<p>Personal Development Online Safety</p> <p>From Project EVOLVE</p> <p>Sign In to your Account ProjectEVOLVE</p> <p>Toolkit Resources Year Group</p>	<p>Managing Online Information:</p> <p>I can explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.)</p> <p>I can explain how online content published by an individual can be interpreted differently by others.</p> <p>I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone (e.g. contribute to or damage their online reputation).</p> <p>I can explain how 'online marketplaces' can enable small businesses or individuals to do business on a wider / global scale.</p>	<p>Online Bullying:</p> <p>I can describe how bullying may change as we grow older and recognise when it is taking place online.</p> <p>I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism).</p> <p>I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong.</p> <p>I can identify and demonstrate actions to support others who are experiencing difficulties online</p>	<p>Self-image and identity</p> <p>I can give examples of how the internet and social media can be used for positive self-promotion.</p> <p>I can explain how anyone can curate and experiment with their identity online and why they might wish to do this.</p> <p>I am aware that a person's online activity, history or profile 'digital personality' will affect the type of information returned to them in a search & how this may be intended to influence their beliefs, actions & choices.</p>	<p>Copyright and Ownership:</p> <p>I know that commercial online content can be viewed, accessed, or downloaded illegally.</p> <p>I can give some examples of illegal access (e.g. illegal streaming, pirate sites, torrent sites, peer-to-peer sharing) and the associated risks.</p> <p>I can accurately define the concept of plagiarism.</p> <p>I can use this definition to evaluate online sources.</p>	<p>Health, Wellbeing and Lifestyles:</p> <p>I recognise and can discuss the pressures that technology can place on someone (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).</p> <p>I can explain the importance of self-regulating technology use; I can demonstrate strategies to do this (e.g. monitoring time spent online, avoiding accidents).</p> <p>I can explain how someone might recognise that they need support to manage their use of technology and who might provide that support.</p> <p>I can describe strategies to identify and assess when peers may need</p>	<p>Online Reputation:</p> <p>I can describe and assess the benefits and the potential risks of sharing information online.</p> <p>I can explain how the information online services hold about someone forms part of their 'online identity' and how this differs from their digital personality.</p> <p>I can describe what is appropriate to say and do in different online settings / platforms (e.g. opinions, values, information, shares, 'likes', 'forwards')</p>

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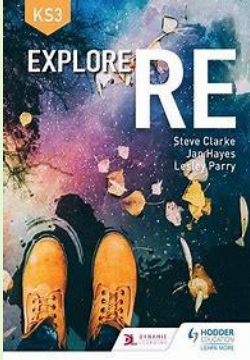
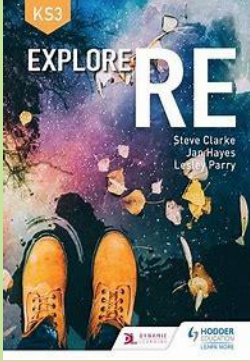
	<p>I can assess the benefits and limitations of online commerce</p> <p>Privacy and Security:</p> <p>I can explain why someone should use a strong and separate password for their email account, as the gateway to other online accounts.</p> <p>I can explain the terms 'connectivity' and the 'Internet of things'.</p> <p>I can recognise that devices can collect and share data about users with or without their knowledge or awareness, e.g. device usage including microphone, camera and geolocation.</p> <p>I understand the benefits of two factor authentication and use it where available.</p> <p>I can explain why backing up data is important and how this can be done.</p> <p>I can explain how and why it is important to always ensure someone makes safe and secure online payments.</p> <p>I can explain how and why it is important to always ensure someone makes safe and secure online payments.</p> <p>Outcome:</p> <p>I can explain why online services have terms and conditions that govern their use and give examples that illustrate how they impact on a user e.g. age restrictions</p> <p>I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware).</p> <p>I can explain what cookies are and can give examples of how my</p>	<p>Online Relationships</p> <p>I can explain the importance of having a choice and giving others a choice online.</p> <p>I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples.</p> <p>I can explain strategies for assessing the degree of trust I place in people or organisations online</p> <p>I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.</p> <p>I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship</p>			<p>support and describe ways to assist peers who may be experiencing difficulties.</p> <p>I can identify commercial content (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).</p>	
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	online browsing can be tracked and used by others (e.g. adware).					
	I can explain that devices and the internet can be monitored in order to keep people safe.					
PD Life Skills	<p>ASDAN life Skills Challenge Develop attention, communication and social interaction skills. Challenge reference: 3637 Lifeskills Challenge Develop attention, communication and social interaction skills - WTE1</p> <p>ASDAN Life Skills Challenge Exploring Recycling Challenge reference: 2086 Lifeskills Challenge Exploring Recycling - WTE1</p> <p>Working together create a space in school to recycle paper and rota for weekly paper collection. Over the school year.</p> <p>ASDAN Life Skills Challenge Money management Challenge reference: 5429 Lifeskills Challenge Money management - Entry 1</p>	<p>ASDAN Life Skills Challenge Safety around electricity Challenge reference: 7004 Lifeskills Challenge Safety around electricity - WTE1</p> <p>Hazards in the kitchen Challenge reference: 1033 Lifeskills Challenge Hazards in the kitchen - WTE1</p> <p>ASDAN Life Skills Challenge Basic home management and renovations Challenge reference: 6943 Lifeskills Challenge Basic home management and renovations - WTE1</p>	<p>ASDAN Life Skills Challenge Peer led cooking class Challenge reference: 6277 Lifeskills Challenge Peer led cooking class - Entry 2</p> <p>Create simple dishes in the classroom, toasted sandwiches, sandwiches, preparing fruit, angel delight,</p> <p>Preparing a simple snack Challenge reference: 1035 Lifeskills Challenge Preparing a simple snack - WTE1</p>	<p>ASDAN Life Skills Challenge Understanding own personal hygiene Challenge reference: 1234 Lifeskills Challenge Understanding own personal hygiene - WTE1</p> <p>ASDAN life Skills challenge Using medical services Challenge reference: 1568 Lifeskills Challenge Using medical services - WTE1</p> <p>Asdan Life Skills Challenge Bullying Challenge reference: 1154 Lifeskills Challenge Bullying - WTE1</p>	<p>ASDAN Life Skills Challenge Travelling in the local community Challenge reference: 2919 Lifeskills Challenge Travelling in the local community - Entry 1</p> <p>ASDAN Life Skills Challenge Using public transport Challenge reference: 4918 Lifeskills Challenge Using public transport - Entry 1</p> <p>ASDAN Life Skills Challenge In my community - using money Challenge reference: 4794 Lifeskills Challenge In my community - using money - Entry 1</p>	<p>ASDAN Life Skills Challenge Participate in planning a celebration event. Challenge reference: 4939 Lifeskills Challenge Participate in planning a celebration event - WTE1</p> <p>To invite one friend from another class to come and have a afternoon tea party.</p> <p>To invite parents in to celebrate pupils achievements and look at their books.</p>
PD Careers	<p>Careers</p> <p>What are your aspirations?</p> <p>What subjects do you like and why?</p> <p>What skills/talents things you are good at?</p> <p>What do you not like doing / or find hard?</p> <p>What skills would you like to learn to ride a bike, swimming etc.</p> <p>Create a A3 poster with a self-portrait of yourself using college images, words inside the portrait put things you are good at and enjoy, like and good at and your future aspirations for this year and when you leave OMS on the outside of the portrait put jobs you could do in the future.</p> <p>Preparing for adulthood introduced to the EHCP</p>	<p>Challenge Day – Operation Moonbase on Skills builder There are different Operation Moonbase for different levels within Skills builder hub</p> <p>Search Skills Builder Hub</p> <p>Preparing for adulthood introduced to the EHCP</p>				<p>As a class Research in a wide range of jobs A-Z of Job Roles (SEND) - Overview.pdf (careersandenterprise.co.uk)</p> <p>A-Z of Job Roles (SEND) - Activity.pdf (careersandenterprise.co.uk)</p> <p>Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx</p>



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<p>RE Resources Explore RE Boost Book and teacher book</p> <p>Hodder Education Group Admin Hub</p> <p>Orange Exercise books</p>  <p>Applying / Interpreting</p>	<p>Unit 1 Comparative Religion</p> <p>1.1 Development of Religion – Animism to Monotheism</p> <p>1.3 Connections between the major religions</p> <p>1.4 Symbolising the religions</p> <p>1.5 What religions share 1 Teaching and Authority</p> <p>1.6 What regions share 2 Worship and Morality</p> <p>1.7 What religions share 3 Practices and celebrations</p> <p>1.8 Why religion is important in the world.</p> <p>Extension Tasks</p> <p>1.2 Where in the World</p>	<p>Unit 4 Judaism To be covered</p> <p>4.1 Judaism in the world today</p> <p>4.3 Key Beliefs</p> <p>4.4 Key Principles of living</p> <p>4.5 The holy books of Judaism</p> <p>4.7 The synagogue</p> <p>2.10 Celebration in Christianity – Christmas</p> <p>Extension Tasks</p> <p>4.2 Different groups of Jewish people</p> <p>4.6 A life of study</p> <p>4.8 Leadership in Judaism</p>	<p>Unit 2 Christianity</p> <p>2.1 Christianity in the uk</p> <p>2.2 Key Beliefs 1 Trinity</p> <p>2.3 Life of Jesus – Birth</p> <p>2.5 Life of Jesus – Teacher</p> <p>2.7 The Christian moral code</p> <p>2.9 Life of Jesus – Death and resurrection</p> <p>2.10 Celebration in Christianity – Christmas</p> <p>2.11 Celebration in Christianity – Easter</p> <p>Extension Tasks</p> <p>2.4 Life of Jesus – Miracle worker</p> <p>2.6 Key Beliefs 2 The 2 great commandments</p> <p>2.8 Life of Jesus – Man of peace or man of conflict?</p> <p>2.12 Key beliefs - Afterlife</p>	<p>Unit 3 Islam</p> <p>3.1 Islam in the uk today</p> <p>3.2 Key Beliefs – Tawhid, Risalah and Akhirah</p> <p>3.6 Different Groups of Muslims – Sunni, Shi’a and Sufi</p> <p>3.7 The holy book of Islam</p> <p>3.8 The Mosque around the world</p> <p>Extension Tasks</p> <p>3.3 Life of Muhammad 1</p> <p>3.4 Life of Muhammad 2</p> <p>3.5 The development of Islam into a worldwide religion</p> <p>3.9 Leadership in Islam</p>	<p>Unit 7 Sikhism</p> <p>7.1 Key Beliefs</p> <p>7.2 The first Guru – Guru Nanak</p> <p>7.4 Becoming a Khalsa Sikh</p> <p>7.5 The Gurdwara</p> <p>7.6 Sikh Worship</p> <p>Extension Tasks</p> <p>7.3 The 10th Guru – Guru Gobind Singh</p>
<p>RE Nurture</p> <p>Resources Explore RE Boost Book and teacher book</p> <p>Hodder Education Group Admin Hub</p> <p>Orange Exercise books</p>  <p>Applying / Interpreting Nurture Group</p>	<p>1.3 Connections between the major religions (Spirituality, Empathy and Ethics)</p> <p>1.4 Symbolising the religions (To identify a range of symbols from different religions)</p> <p>1.5 What religions share 1 Teaching and Authority (What teachings do the religions have in common)</p> <p>1.6 What regions share 2 Worship and Morality (How do religious people express their faith?)</p>	<p>Unit 4 Judaism</p> <p>4.1 Judaism in the world today (Facts about Judaism)</p> <p>4.3 Key Beliefs – What do Jewish people believe? (The principles about God)</p> <p>4.4 Key Principles of living (Tzedakah - Charity)</p> <p>4.5 The holy books of Judaism (Torah)</p> <p>4.7 The synagogue</p> <p>2.10 Celebration in Christianity – Christmas</p>	<p>Unit 2 Christianity</p> <p>2.1 Christianity in the uk (Christian influences in the uk, Pick 3)</p> <p>2.3 Life of Jesus – Birth (The story of Jesus birth, images and significant visitors and special gifts.)</p> <p>2.5 Life of Jesus – Teacher (Pick one of the stories on the page)</p> <p>2.7 The Christian moral code (looking at Helping others, harvest festival, Coffee and conversation)</p> <p>2.9 Life of Jesus – Death and resurrection (Last Supper)</p> <p>2.11 Celebration in Christianity – Easter the whole festival</p>	<p>Unit 3 Islam3</p> <p>.1 Islam in the uk today (Modern UK society image)</p> <p>3.2 Key Beliefs – Tawhid, Risalah and Akhirah (meaning of the word Al-Qudr)</p> <p>3.6 Different Groups of Muslims – Sunni, Shi’a and Sufi (compare the 2 main groups and fins their differences)</p> <p>3.7 The holy book of Islam (Look at the Qur’an and how it is used)</p> <p>3.8 The Mosque around the world (look at the mosque around the world and what is in them)</p>	<p>Unit 7 Sikhism</p> <p>7.1 Key Beliefs (The mul mantar)</p> <p>7.2 The first Guru – Guru Nanak</p> <p>7.4 Becoming a Khalsa Sikh</p> <p>7.6 Sikh Worship</p>

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Resources to support						
Craft and Construction 2 Rotations of 18 weeks double lesson	Trick Toy Health and safety Intro to project Marking and Measuring	Research and design. Looking at Alessi products for inspiration 2D design and laser cutter	Use of basic tools and machinery. Building confidence and health and safety. Evaluation	Trick Toy Health and safety Intro to project Marking and Measuring	Research and design. Looking at Alessi products for inspiration 2D design and laser cutter	Use of basic tools and machinery. Building confidence and health and safety. Evaluation
Home Cooking Skills 2 Rotations of 18 weeks double lesson Needs updating by Amanda						
History	<p>How did life differ for the inhabitants of a medieval town? What was it like to live in a medieval town? What kind of jobs did people have? Day in the life of a peasant. Law and Order - How were people punished and what for?</p> <p>Create a job advert for a medieval job</p> <p>Create a map of a medieval town</p> <p>What was life like in medieval society? - Medieval society and life - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</p>					<p>How did the Normans Conquer and control England? I understand who the Normans (and the Anglo Saxons) were I know why the Normans invaded the UK I know what the Bayeux Tapestry is and why it was made I know what a Norman kite shield is I have designed my own crest. The Battle of Hastings - Norman Conquest - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</p> <p>Follow Programme from link: normans lp hoh hasting.pdf</p> <p>History</p> 

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Geography		What is the human and physical geography of the UK? UK geography What makes Britan great? London City	What is the human and physical geography of the UK? Physical and Human Features Weather and Climate Uk Challenges Future Britian	How is Population Changing? World population Changing Populations Population Growth Migration Create a news paper front cover on world population	
	Create a visitor’s brochure on the UK using the heading above				
Creative Arts					
Art	Painting: Laura Wall- Visit to Gallery Trip out to look at local areas and observational sketching on location. School visit with workshop 	Sculpture: Miranda Mulder Monsters Mierpapier (myonline.store) Quirky Paper Mache Sculptures - Mierpapier (allthingspaper.net) Instrgram – Mierpapier To design & make a paper monster. Equipment: Newspaper Air Drying Clay Aluminium Wire Pebbles Masking Tape or brown paper tape White Tissue paper PVA Glue Acrylic paint Paint pens / posca pens Dragon eyes for Amazon Gloss Luster Mod podge  The cutest little monster sculptures made from one piece of newspaper scrunched up with some armature wire for arms and legs and taped up. We've also added some pebbles to the feet to give them better balance.	2d and 3d Clay Courtney Mattison  Mark Making in 2d and 3d design.  To make a range of Clay or air-drying clay tyles with a range of 2d. Developing on to 3d clay tiles. With basic shapes.  Visit the aquarium if possible or watch videos on coral reef and look at the shapes and colours to design tile. Using coloured polymer clay make a coral reef.	Objects of Our Time Michael Craig Martin Objects of Our Time - Design Week  Take a photo of an object that represents our time now. Make sure it has a plan background Using the computer Remove all information and background from the image then fill with colours and play with the line and form. Create 3 different colour ways.	Painting Henri Matisse The Fauves Painting Paper cut outs – use the same technique to produce you own still life  

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We are currently adding a layer or two of white tissue paper with a pva/ water mix.

Next step is adding all the cute features with Model Magic. When the air dry clay is hardened, we will paint with acrylics and add paint pen detail.

Painted with acrylic and then a layer of gloss lustre ModPodge



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Horticulture	Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs	Polytunnel Clearing and development of the area Bird Feeders and Feeding Making Christmas wreaths	Winter Pruning Signs of Winter Growth Birdwatching Preparing woodland grounds	Looking for signs of spring Looking and the difference light and dark makes to plants	Grass maintenance Planting seeds fruit and vegetables Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom	Dawlish and OMS in Bloom judging. Preparing plants for the summer fate Gathering crops grown	
Forest School	Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety Charcoal Pencils Woodland Diorama	Christmas decorations Woodland reindeers wreaths	Bug Hotels Developing and looking after the forest school Bird feeders Clay insects	Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills	Looking at summer and the seasonal changes Den building Securing skills		