

YEAR 7 – DISCOVERY

1 x 3 hour lesson a week – 2 x project and 1 x social skills/focused games/team building to run alongside program of targeted literacy interventions

Term 1	Skills	Knowledge	Cultural links	Cross-curricular links	Career Links	EHCP Links
<p>Project 1 - My World my life #1 Local, counties, UK</p> <p>Intention; cross curricular learning and multi-skilling project to develop personal identity, sense of place and broaden knowledge of local, regional, and national surroundings</p> <p>Implementation; interactive discussions, short, chunked down mini modules, research and creative exploration to allow for adaptive teaching environment</p> <p>Impact; developed sense of self, place and local. Understanding of local area, creative response to future them and wider world. Developed basic IT skills and confidence in communicating ideas.</p> <p>Evidence of learning; well-presented scrap book along with observed verbal contribution. Summative low stakes quiz at end of module. Formative written assessment – link to KJK</p>	<p>-Literacy – reading and researching, some written aspects</p> <p>-Communication - presenting ideas and sharing ideas</p> <p>-Discussion and listening-Links to personal identity, homelife and family</p> <p>-Basic IT skills -Word, MS 365, emailing and attaching document, Google Earth, immersive reader</p> <p>Imagination & Art– - designing and illustrating own town & fantasy house</p> <p>-Presenting own work in scrap book</p>	<p style="text-align: center;">e</p> <p>Cultural -Identify local knowledge Esp local customs such as tar barrels and Pixie Day</p> <p>-Better understanding of different lives and customs, inc. each others</p> <p>Basic geographical knowledge of own area, counties and capitals in UK, map work.</p> <p>How to use MS365- How to email and attach documents</p> <p>-Better understanding of MS365</p>	<p>Local history Tar barrels, Pixie Day Other county's identities.</p>	<p>Geography - throughout PSHE – identity, family and place in world Art – drawing, designing and presenting work English – throughout esp. research and discussion I.T. - throughout History - local Science – make a compass Maths – measuring, mapwork, compass</p>	<p>-Town planning -Designing -tourist info -journalism -illustrator -Historical research -data</p>	<p>COMM – sharing ideas, group discussion COG – low stakes /formative assessment of learning SEMH – Links to personal identity, homelife and family</p>

<p>Term 2 Project 2 – MONSTERS, model making, design, refine, create, evautae. Link to Skellig and also Greek myths and legends. COG, L, N, IT, IM, PS, SP, SEMH</p> <p>Intention; cross curricular learning and multi-skilling project to develop fine motor skills, imagination and vocabulary around describing fantastical beasts. Use of various classic and more contemporary literature to underpin literacy skills within wider scope of project. ‘Skellig’, Greek myths and Flanimals. Consideration of social skills through ‘what monsters do’ also look at Where the Wild Things Are’</p> <p>Implementation; Explore ‘what is a monster?’ and broader meaning of term in relation to people and behaviour. Explore myths and read/watch Skellig – what is socially considered a monster – link to social skills and social norms. Introduction to the importance of storytelling – developed more in year 8. Culminating in designing and creating own monster accompanied by short story about their creation.</p> <p>Impact; develop sense of imagination and creativity.</p>	<p>Skills</p> <p>-Literacy – some reading of Skellig. Descriptions of own creations and their accompanying story</p> <p>-Communication - presenting ideas and sharing ideas</p> <p>-Discussion and listening-what is a monster, how is Skellig seen? Ideas for own monster and telling of their story – links to oracy.</p> <p>-Basic IT skills -Word, MS 365, emailing and attaching document, Google Earth, immersive reader</p> <p>Imagination & Art– Designing and creating own monster model/</p> <p>-Presenting own work in scrap book</p>	<p>Knowledge</p> <p>Cultural -Identify local knowledge</p> <p>Esp local customs such as tar barrels and Pixie Day</p> <p>-Better understanding of different lives and customs, inc. each others</p> <p>Basic geographical knowledge of own area, counties and capitals in UK</p> <p>How to use MS365- How to email and attach documents</p> <p>-Better understanding of MS365</p>	<p>Cultural links</p> <p>Local history</p> <p>Tar barrels, Pixie Day</p> <p>Other county's identities.</p>	<p>Cross-curricular links</p> <p>Geography - throughout</p> <p>PSHE – identity, family and place in world</p> <p>Art – drawing, designing and presenting work</p> <p>English – throughout esp. research and discussion</p> <p>I.T. - throughout</p> <p>History - local</p> <p>Science – make a compass</p> <p>Maths – measuring, mapwork</p>	<p>Career Links</p> <p>-Town planning</p> <p>-Designing</p> <p>-tourist info</p> <p>-journalism</p> <p>-illustrator</p> <p>-Historical research</p> <p>-data</p>	<p>EHCP Links</p> <p>COMM – sharing ideas, group discussion</p> <p>COG – low stakes /formative assessment of learning</p> <p>SEMH – Links to personal identity, homelife and family</p>
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Some consideration of what a 'monster' is and how we can label people as monsters incorrectly.

Evidence of learning; well-presented scrap book along with photos of creation and accompanying story. Evidence of research and literacy impact of Skellig and Myths.



<p><u>TERM 3 – THE QUEST</u></p> <p><u>A short multiskilled Quest based project – which has problems to solve and an overall mission to achieve.</u></p> <p>Intention: To develop critical thinking skills, unpick problems, analysis and evaluation of information, the creation of characters and word building. To focus on social skills and communication of ideas.</p> <p>Implementation: Create a workbook of ideas, characters, drawings, quizzes linked to Quest idea of saving a central character who has been kidnapped. It has a dungeons and dragons feel.</p> <p>Impact: High levels of student engagement through fun and teamwork. Developed oracy and presentation skills. Focus on sharing ideas and comparing outcomes. Increased confidence in vocalizing concepts and use of imagination.</p> <p>Evidence; A ‘scrapbook’ of work, that follows the quest though to the end point. Assessed written pieces using dept assessment criteria / self & peer assessment.</p>	<p>SKILLS</p> <p>Communication – the main underlying focus of this project. creative writing, oracy, presenting ideas both verbally and written / visually.</p> <p>-Communication - presenting ideas and sharing ideas</p> <p>-Discussion and listening-working much more in pairs or small groups, negotiating ideas then presenting to class. oracy.</p> <p>-Basic IT skills -Word, MS 365, emailing and attaching document, Google Earth, immersive reader</p> <p>Problem solving – solving puzzles and quest agenda. Explaining reasoning.</p> <p>Imagination & Art– Designing and creating own characters and contributing to the storyline. Colour mixing and painting as part of riddle solving. Potato at printing.</p>	<p>KNOWLEDGE</p> <p>Literacy - Understanding of the term ‘Quest’ and linked to films. Introduction to storytelling – an idea we explore fully in term 1 year 8.</p> <p>Art – how to print with potatoes, age paper and colour mixing.</p> <p>How to use MS365- How to email and attach documents</p> <p>-Better understanding of MS365</p>	<p>CULTURE</p> <p>Myths & Legends - Classic Arthurian feel / Dungeons & Dragons Old fashioned swords and sorcery.</p> <p>Popular culture / media - Runes – dwarf runes from Lord of the Ring. References to Indiana Jones and the Temple od Doom.</p>	<p>CURRICULU</p> <p>M English – adapted old literacy SL. Two assessed literacy pieces – creative writing.</p> <p>History -</p> <p>Art – creative opportunities to potato print, age paper and mix colours.</p>	<p>CAREER</p> <p>Writer Artist illustrator cartographer Puzzle/ game maker Explorer Travel writer Marketing (pitching ideas)</p>	<p>EHCP</p> <p>COMMUNICATION – the main ethos of project is to maximise communication skills and build confidence in this area.</p> <p>COG/LEARN – confident reading, discussion and presenting</p> <p>SEMH – social skills embedded throughout including negotiating, collaboration, sharing ideas and competitive elements.</p> <p>Sensory -</p>

Social skills – playing games & taking turns (1 /2 lesson per fortnight) to run concurrently with main projects and into second term.
Often delivered in even smaller groups.