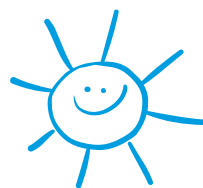


UPGrade

Journey into year 7

KEY CONCEPT

In life there are many transitions, the movement from primary to secondary school is one of the first major ones.



Lesson Objectives:

- 1 Pupils think about the lessons that we should learn from our plight on this planet
- 2 Pupils create a new world, one that will save generations of humans.

Potential Homework:

JUST SOME WORDS OF ADVICE – Each pupil should create a passage of writing about advice they would give to the next generation.



Aim of task	Time	CC Link	Task	Method	Resources
Pupils complete a word search.	10 mins	KS3 strategy	On entry to the class pupils are handed an A5 word search and asked to complete it. On completion the pupils should be asked to firstly establish what the relationship between each word is (all environmental issues) and secondly to state what they know about each issue. Extend pupil answers where possible.	Starter activity Teacher instructions Feedback Extended questioning	Word search (download from www.upgrade7.org.uk)
A dying planet – pupils highlight the possible consequences of our actions.	5 mins		Our planet has taken centuries of abuse from humans, and as time has progressed and technology has improved... so it would appear has our ability to harm this planet. Time has been spent on developing space travel rather than improving our own home. The budget in all countries is higher for its armies than maintaining our planet and removing poverty! A simple question... in pairs the pupils should discuss the following – what will happen to our planet if we do not stop our abusive ways? Take feedback extending answers where possible.	Teacher introduction Paired work Feedback Extended answers	
Pupils begin to right our wrongs and create a society that lives to sustain its environment.	This can take one lesson or two.		Pupils are to complete the following task individually or in pairs. The group are to imagine that they have been forced to leave our crumbling planet as it over heats and begins to die. They are to complete three tasks as they head off to a new home... 1. create the front page headline as all humans have to leave planet earth 2. create a drawing of what towns and homes would look and function like in a new society 3. Describe how this society would work to sustain its new planet.	Teacher led Small group work Feedback	Assorted paper sizes and colour pencils
Pupils reflect on their role in sustaining this planet.	5 mins		Pupils are simply asked to respond to the following question – What power and responsibility do we all have? Can we think of any ways in which we can start to make a difference?	Teacher led Open/closed questioning Feedback Extended questioning	
Pupils present their work on a new environmental society.	1 Lesson	Peer assessment	Pupils take it in turns to show the group their work, and to talk the group through their key ideas. Whilst presentations are going on the remainder of the class complete their peer assessment sheet. After each groups presentations the class should be able to feedback to them on their achievements. Once every group has been this would be a prime opportunity to speak about the importance of key skills, and learning from one another.	Teacher led Paired work Whole group Feedback	Peer assessment sheet (download from www.upgrade7.org.uk)

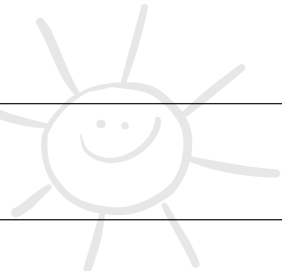
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Journey into year 7

Secondary Lesson Plan Resources

Lesson 1 – Peer Assessment Sheet

Name of pupil assessing:

Group Name	Key Ideas	Things to work on	Compliments	Final Effort Grade
				/10
				/10
				/10
				/10
				/10
				/10
				/10

Secondary Lesson Plan Resources

Lesson 1 – Word Search

WORD SEARCH

Try to find these words
in the grid opposite:

- CARS
- CYCLE
- ENERGY
- ECO WARRIOR
- FAMINE
- FLOODS
- FOSSIL FUELS
- GLOBAL WARMING
- GREEN HOUSE EFFECT
- ICE AGE
- ICE CAPS
- PUBLIC TRANSPORT
- RISING SEA WATER
- SMOG
- WALK

S	E	H	E	N	I	C	A	R	S	E	N	K	E	R	F	W
I	M	J	M	S	P	F	A	M	I	N	E	S	G	I	M	B
C	M	O	U	Z	U	E	U	T	E	I	G	D	R	S	Y	W
E	L	H	G	M	B	N	G	I	W	K	C	D	E	I	K	R
A	W	R	M	W	L	I	N	J	S	H	E	F	E	N	O	G
G	R	S	E	N	I	M	I	Q	L	K	C	H	N	G	J	C
E	F	L	C	Y	C	A	M	X	B	O	C	N	H	S	I	W
V	Y	E	O	G	T	F	R	J	L	E	J	P	O	E	S	Q
V	G	U	W	R	R	H	A	P	Y	G	Y	R	U	A	P	P
B	D	F	A	E	A	G	W	K	J	W	W	Y	S	W	A	O
I	F	L	R	N	N	A	L	B	J	N	W	E	E	A	C	H
K	U	I	R	E	S	U	A	R	H	A	L	F	E	T	E	P
D	Y	S	I	S	P	R	B	W	L	C	W	V	F	E	C	V
Z	C	S	O	E	O	X	O	K	Y	Y	Z	G	F	R	I	C
R	L	O	R	D	R	D	L	C	R	V	H	E	E	Z	N	V
C	J	F	Y	Q	T	A	G	A	L	Y	W	I	C	I	F	Z
Y	V	T	X	N	Y	E	F	L	O	O	D	S	T	R	K	M

UPGrade

Journey into year 7

KEY CONCEPT

Do we ever truly know the impact our school has, or even attempt to tackle it? Only through knowledge can we approach a solution.



Lesson Objectives:

- 1 Pupils complete a questionnaire on travel and the environment
- 2 Teachers and departments answer short questions on their travel and environment
- 3 Pupils develop a school environmental project, involving recycling and healthy schools.

Potential Homework:

GREEN FINGERS – Pupils can be asked to plant a seed in their garden, they are to care and grow the seed till they have produced their own fruit. The fruits can then be brought in to the class.



Aim of task	Time	CC Link	Task	Method	Resources
Pupils reflect on questions and statements they would say to the environmental minister.	5 mins	KS3 strategy	Pupils are asked to discuss in pairs what questions they would put to the current environmental minister. Take feedback discovering through extended questioning the reasons behind their answers. Develop this further by asking the pupils to write a short statement from themselves to the minister of education about the environment and what they think schools should be doing. E.g. educating the pupils further, teaching environmental studies, placing environmental laws on schools and pupils.	Starter activity Teacher instructions Paired work Feedback Extended questioning	Note paper
Pupils complete a school survey on their environmental behaviour.	10 mins	Healthy Schools	Pupils are handed the 'human footprint' survey. They complete the short sheet and hand it back in to the teacher. Complete a straw pole about travel to school, recycling etc... in class. Ask the question – Why, when we know that we are harming the planet – do you the next generation not do anything about it? Extend answers. Pupil should be informed that the findings of the questionnaire will be published. There is an opportunity to repeat this each year to look at trends and pupil behaviour over the years.	Teacher introduction Individual work Feedback Extended answers	'human footprint' survey (download from www.upgrade7.org.uk)
Pupils are encouraged to create a project that will see them do their part.	Remainder of the lesson/more than one lesson		Pupils move in to small groups, and are provided with planning paper and pens. All the groups should be provided with the following instructions – As human beings and lodgers on this planet we have a responsibility to maintain it. Actions are small, but every action makes a difference and we as a school community can make an impact. In your groups create a 'Green project' that the school can run over the next few years. This project should be SMART, and be able to be run by yourselves. (you may wish to ask the head teacher for some money to get this project started). Potential projects – whole school recycle, green bins for recycling e.g. food, cans, paper etc, school garden creating food for the food technology department. This can be delivered as a competition within the year group and the head can award a prize to the winner. Once put in place the school should organise a 'green team' to ensure that it is maintained, publicised and organised.	Teacher led Small group work Feedback Potential year group project	Planning materials
Teachers complete a short survey on their environmental foot print.	5 mins	Healthy Schools	All staff should complete the 'Staff human footprint' short survey like the pupils, with the data being recorded to provide an insight in to the schools foot print on the planet. This will provide a tool to plot a whole school initiative to improve its environmental standing.	Whole staff	'Staff human footprint' survey (download from www.upgrade7.org.uk)

UpGrade

Journey into year 7



Secondary Lesson Plan Resources

Lesson 2 – Human Footprint

SURVEY

Find out the following information – who in your class does what to help the environment?

Recycle weekly	
YES	
NO	

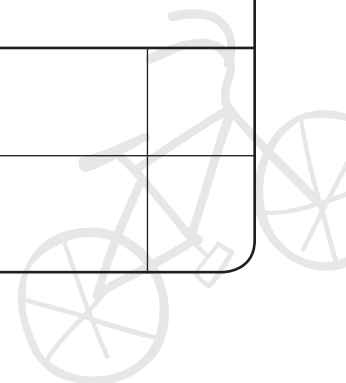
Cycle to school	
YES	
NO	

Walk to school	
YES	
NO	

Drop litter	
YES	
NO	

Switch off electronic items at night	
YES	
NO	

Eats/Drink healthily	
YES	
NO	



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Journey into year 7

Secondary Lesson Plan Resources

Lesson 2 – School Footprint

SURVEY

As part of the Healthy Schools programme, please answer the following questions about your departments environmental actions:

Number of staff in your department	
MALE	
FEMALE	

Those that travel by car	
MALE	
FEMALE	

Those that cycle to work	
MALE	
FEMALE	

Those that walk to work	
MALE	
FEMALE	

Do you recycle paper from your classrooms	
YES	
NO	

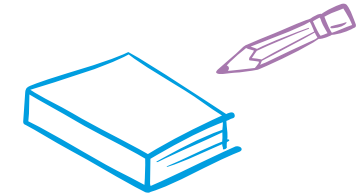
In your scheme of work do you have an environmental topic	
YES	
NO	

UPGrade

Journey into year 7

KEY CONCEPT

With each passing moment, our lives are changing, but, do we ever reflect on the impact our life has?



Lesson Objectives:

- 1 Pupils should reflect on their changing lives, what impacts upon it to create change
- 2 Pupils should reflect on the changes they create around them
- 3 Pupils should establish that whilst they impact on their immediate environment, their footprint on the planet is great.

Potential Homework:

HOME IMPROVEMENTS – Pupils keep a short diary of the things that they throw away during the week, their journeys by car, bus etc. On completion the pupils should establish a home improvement plan, a way to change their wasteful week.

Aim of task	Time	CC Link	Task	Method	Resources
Pupils reflect on memories. A quick starter activity.	10 mins	KS3 strategy	Pupils enter the class and are handed a quick memories sheet. This sheet is a starter activity allowing the teacher to complete the register, or simply as a nice gentle introduction. On completion the pupils should be encouraged to feedback to each other in pairs, small groups or straight to the whole class.	Starter activity Teacher instructions Feedback Extended questioning	'A trip down memory lane!' (download from www.upgrade7.org.uk)
Pupils reflect on what has made them who they are and why.	15 mins		Pupils are handed the 'life outlined' worksheet. This worksheet is double sided – please use the hand outline first. Within the hand the pupils are asked to write down what things have influenced them. You may wish to allow the pupils to feedback with some examples for the whole class. After 5 mins pupils should move in to small groups where they share their ideas. These should then be shared with the rest of the class. Teacher should extend answers of the pupils to establish reasons behind their answers.	Teacher introduction Individual work Small group work Feedback Extended answers	'A life outlined' (download from www.upgrade7.org.uk)
Pupils establish their impact in relation to the previous task.	15 mins	Geog, Science	Pupils turn over the worksheet 'a life outlined' on this sheet is a foot print. Within this footprint, the pupils are asked to write down the influence/impact they have. Pupils should complete this sheet themselves. This information should be fed back to the class.	Teacher led Individual work Feedback	'A life outlined' (download from www.upgrade7.org.uk)
Pupils recognise themselves as impacting on the globe.	10 mins	Geog, Science	Pupils should be handed a picture of a ripple in water, as if a stone has been dropped in it. They should then be asked to discuss with their partner or small group how this image relates to this subject. Feedback should be taken, and written on the board. Teacher should then promote the notion of our influence being like a water ripple... it affects those closest to us, our community, our county, our country, our continent, our world. The problem is that as a human race, we only seem to worry about the first ripple. When we should really think about the bigger picture or ripple... the planet.	Teacher led Paired/small groups Feedback Extended questioning	Picture of rippled water (download from www.upgrade7.org.uk)

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Journey into year 7

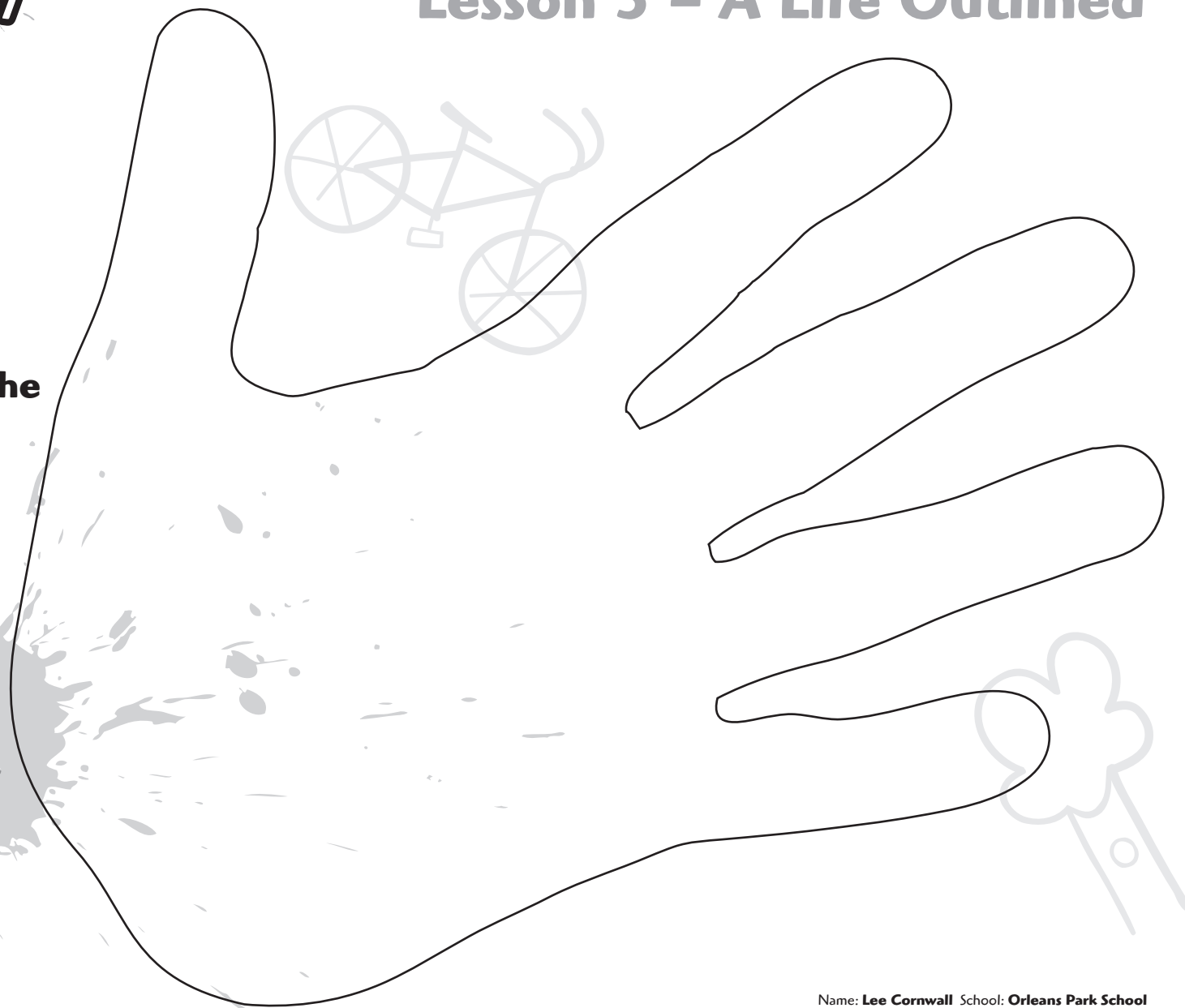
QUESTIONNAIRE

**Write down the things
that have influenced
your life so far within the
hand outline:**



Secondary Lesson Plan Resources

Lesson 3 – A Life Outlined



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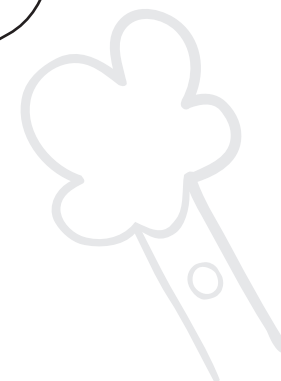
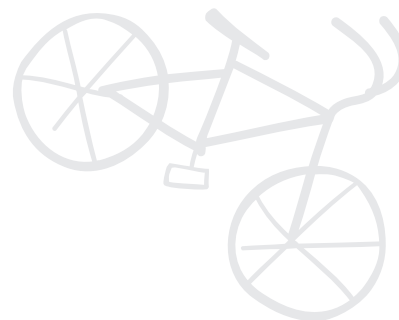
Journey into year 7

QUESTIONNAIRE

Now write down the influence or impact you have on the world around you within the footprint:

Secondary Lesson Plan Resources

Lesson 3 – A Life Outlined



UPGrade

Journey into year 7

KEY CONCEPT

In life there are many transitions, the movement from primary to secondary school is one of the first major ones.



Lesson Objectives:

- 1 Pupils reflect on their time within primary school
- 2 Pupils establish concerns and thoughts about their movement in to secondary school
- 3 Pupils work in small groups to create a 'no worries' video.

Potential Homework:

A BOX OF MEMORIES – Pupils create a small box of items that remind them of their happy times in their primary school. The box can contain work, friendship items or photos.

Year Group Task:

TIME BOX – Run a competition within each class to have work and information about the year group placed in a capsule and buried in the school grounds.



Aim of task	Time	CC Link	Task	Method	Resources
Pupils think about what makes them feel safe... and how their primary school achieved this.	15 mins		A small group activity. Best achieved by moving all of the tables to the side, chairs as well if pupils can sit on the floor. Pupils should be encouraged to sit in small groups of 4 – 5. These groups will be handed an A2 sheet of sugar paper and a marker pen. The pupils will then be encouraged to answer the question – 'What does the word safe mean?' take feedback. After feedback, ensure that the class understands what the term means. In their small groups they should now write on their sugar paper where and what makes them feel safe. Take feedback and extend their answers encouraging them to explain their answers.	Teacher introduction Small group work Feedback Extended answers	A2 sugar paper Marker pen
Pupils think about what it was about their primary school that made them feel safe. Pupils reflect on whether this was always the case.	10 mins		Pupils are instructed to turn the sheet over, on the other side they should be encouraged to outline what it is about their primary school that invokes the feelings associated with being safe. Take feedback. After feedback ask the class if they always felt this way? When they first came to primary school where they anxious, even scared? Attempt to extend their answers.	Teacher led Small group work Feedback	
Pupils establish their fears and worries about the transition into secondary school.	10 mins		If we are able to recognise that when we first joined our primary school we felt quite worried and scared then we should be able to establish what has meant that we feel safe and happy now. Take answers from the class – you should get the answer of 'time' if you do not lead the pupils to this answer. With time comes confidence, and familiarity. Ask the pupils to think of things in their lives that they were worried about, which have become good things after time. Take feedback instilling this notion in your pupils. Pupils should then be encouraged to tell you what concerns they have about secondary school – write down their thoughts on the board.	Teacher led Open/closed questioning Feedback Extended questioning	
Every problem has a solution.	5 mins	KS3 strategy	Pupils work on providing a solution to their worries, or at least attempt to recognise why they are worried. The pupils should always come back to the same idea... with time they will feel confident and comfortable with their new environment.		

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Journey into year 7



Secondary Lesson Plan Resources

Lesson 4 – Questionnaire

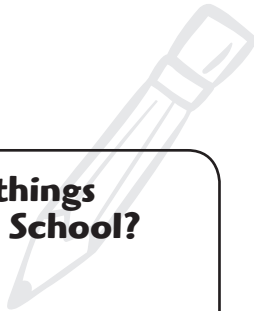
QUESTIONNAIRE

Ask 3 different
classmates the following
questions and record
their answers:

What did you like about your
Primary School?



Who did you talk to if things
went wrong at Primary School?



If you were bullied what would
you want to happen?

What warning would you pass on
to the next year 7's?

