Year 7 Autumn Module: Curriculum Overview
for Parents/Carers of Year 7 Students at Strood Academy 2021-2022

You are crucial in your child's learning journey
Parents, carers and other family members can help young people to thrive in their learning and support them to develop a passion for learning. As key players you can show an interest in the topics studied, ask questions, make links and references to topics if they come up in daily life and test the child on their Knowledge organisers. All these simple things can have a big impact. The curriculum planned at Strood Academy is designed to give access to a wide range of subject disciplines and experiences in school in KS3 to our students. This helps the students to have a richer understanding of the world around them and pick up a wealth of learning and life skills that contribute to their development as learners and as well-rounded young people.

We plan for rich cultural and learning experiences.
Each subject area creates, and annually updates, a five year subject area curriculum plan which delivers a rich, broad and well planned curriculum for KS3 and 4. You can access the entire plans on the Academy website. We will however send you a summary of two modules at a time to ensure that you have an understanding of the current topics and content being covered in each of the MYP subject areas for your child's year group. The Knowledge Organisers (which are the focus of the homework) assist with memory training and will be sent 2 modules at a time to support you as parents and carers in your child's educational journey.
At Strood Academy, we study and learn within the IB Middle Years Programme and students also have an opportunity to do interdisciplinary work across subjects which stretches the way they think and make connections with *all* of the learning they encounter.

The importance of reading and being able to read well.
Alongside the school curriculum, it is an absolute must to keep your children reading at home and in their free time. This can take many formats - asking them to read for others (like younger siblings), adults reading to them or together (e.g. a page each), listening to audio books and following the words and their own time reading independently. Putting subtitles on the TV, reading labels at the shops, reading instructions in a recipe, being curious about the meanings of new words and reading yourself as a model are simple, but highly effective, ways to encourage reading. Reading makes a huge difference to the progress of a child -in a way that nothing else does. So persevere and encourage reading all ways, always.

We will send the next two modules out at the end of Module 2 in preparation for Modules 3 & 4

Subjects	Module 1	Module 2
MYP: Mathematics	**Number Systems, Time, Integer** In this unit, students develop their understanding of different models for multiplication and division. Students also explore the axioms of numbers and which operations they can be applied to. The unit begins by looking at structures which lead to multiplication and the different models that can be associated with these structures. The array model is developed to explore the commutativity of multiplication before looking at this axiom with other models. The array model is again used to introduce the associativity and distributivity axioms. Students' understanding of these axioms is developed by showing how they can be utilised to calculate efficiently. Students look into the nature of the four operations when dealing with Integers and how these operations are carried out.	**Factors and Multiples, Order of Operations,** Students are given the opportunity to explore the 'structure' of the natural numbers. Students will be introduced to factors, multiples and important sets of numbers such as prime numbers, square numbers and cube numbers. Once the fundamental concepts have been introduced students are given the opportunity to develop their understanding, conjecture, problem solve and generalise in a series of structured tasks. Throughout the unit, students consider the structure of numbers by considering some interesting and important properties e.g. a six-column number grid is used to show that any prime number greater than 3 can be written as 6n+1 or 6n-1. Students are exposed to a variety of representations and these are used to promote dialogue and develop understanding. This unit focuses on the order of operations. It is important that this is not reduced to a case of remembering BIDMAS/BODMAS. These acronyms can cause confusion amongst students who have not been taught in detail about the use of brackets and properties of all four operations. Students need to understand that division does not come before multiplication, nor does addition come before subtraction. This is simply the way they appear in these acronyms.
MYP Language and Literature	**English Mastery Course (Grammar & language) & Where is home?** <u>Fiction</u> Refugee Boy (Novel) Illegal (Graphic Novel) <u>Non-Fiction</u> Political Cartoons re: refugees and migrants UK Child Refugee Stories Project-based Learning/Service in Action Schoolwide campaign to raise money/collect clothes gloves etc for refugees? What is a refugee? - What issues do refugees and migrants face? - What attitudes currently exist regarding refugees and migrants - Conventions of graphic novels - What can we do to help? Skills Focus: - Explicit Comprehension - Identification of writer's methods - Identification of writer's perspectives and bias - Oracy: Articulate a personal opinion	**English Mastery Course (Grammar & Language) & Where is home?** <u>Fiction</u> Refugee Boy (Novel) Illegal (Graphic Novel) <u>Non-Fiction</u> Political Cartoons re: refugees and migrants UK Child Refugee Stories Project-based Learning/Service in Action Schoolwide campaign to raise money/collect clothes gloves etc for refugees? What is a refugee? - What issues do refugees and migrants face? - What attitudes currently exist regarding refugees and migrants - Conventions of graphic novels - What can we do to help? Skills Focus: - Persuasive writing - Conscious use of persuasive techniques - Oracy: To plan and deliver a presentation

MYP Sciences	**Unit 1: Cells, Body Systems & Reproduction** **Cells and organisation** - cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope - the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts - the similarities and differences between plant and animal cells - the role of diffusion in the movement of materials in and between cells - the structural adaptations of some unicellular organisms - the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms **Nutrition and digestion** - the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) - the importance of bacteria in the human digestive system - plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots **Gas exchange systems** - the structure and functions of the gas exchange system in humans, including adaptations to function - the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume - the impact of exercise, asthma and smoking on the human gas exchange system - the role of leaf stomata in gas exchange in plants **Reproduction** - reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle	**Unit 2: Atoms, Elements and Compounds** **The particulate nature of matter** - the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure - changes of state in terms of the particle model **Atoms, elements and compounds** - a simple (Dalton) atomic model - differences between atoms, elements and compounds - chemical symbols and formulae for elements and compounds **Pure and impure substances** - diffusion in terms of the particle model **Physical changes** - conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving - similarities and differences, including density differences, between solids, liquids and gases - diffusion in liquids and gases driven by differences in concentration - Particle model - the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density; the anomaly of ice-water transition - atoms and molecules as particles
MYP Physical & Health Education RSE	**Healthy Eating** *Food, Exercise and wellbeing*	**Drugs Alcohol and Tobacco** *Facts, dangers and the law*
MYP: Design /Tech **ICT**	**A - Inquiring and analysing** ● Explain and justify the need for a solution to a problem for a specified client/target audience - Explain to Year 6s about computers and networks which also include areas about staying safe online. With the world becoming more dependent on computers it's important to educate and inform people of the capability of the devices in their hands. Many lack this knowledge. ● Identify and prioritize the primary and secondary research needed to develop a solution to the problem - Input and output devices, human computer, computer language, health and safety, computer network, operating systems,presentation skills ● Analyse a range of existing products that inspire a solution to the problem - Look at the good and bad points presentation skills, security ● Develop a detailed design brief which summarizes the analysis of relevant research. - Using your research and teacher resources to plan your presentation. **B - Developing Ideas** ● Create a planning drawing/diagram which outlines the main details for making the chosen solution. **C - Creating the Solution** ● Producing a presentation which fits as the solution to the issue **D - Evaluating** ● critically evaluate the success of the solution against the design specification - Using feedback and reflection how successful was your solution? ● explain how the solution could be improved - Reflect how it can be improved ● Explain the impact of the solution on the client/target audience - How does your solution meet the target audience	**A - Inquiring and analysing** **B - Developing Ideas** **C - Creating the Solution** **D - Evaluating** This curriculum content follows on from Module 1 and also into Module 3.
MYP Individuals & Societies **World Views / RE**	**Abrahamic Faiths** Lesson 1 – Introduction to Christianity Lesson 2 - Jesus Christ Lesson 3 - Introduction to Judaism	**Abrahamic Faiths continued.** Lesson 4 - Synagogues and Jewish Festivals Lesson 5 - The Five Pillars of Islam Lesson 6 - Muhammad
MYP Language Acquisition **MFL**	**French: Identity and Relationships** PART 1 greetings, introduce themselves and others, alphabet and pronunciation, age, numbers, dates, birthdays, family, animals, professions, family relationships, physical and personality descriptions, facts about Latin America and Spain, useful TL instructions Grammar	**French: Identity and Relationships** PART 2 family, animals, professions, family relationships, physical and personality descriptions, facts about Latin America and Spain, useful TL instructions Grammar -definite and indefinite article

	-definite and indefinite article -gender of nouns -regular and irregular verbs in present tense (llamarse, llevar, tener, ser, estar) -oral competencies (pronunciation of vowels)	-gender of nouns -regular and irregular verbs in present tense (llamarse, llevar, tener, ser, estar) -oral competencies (pronunciation of vowels)
MYP Individuals & Societies **History**	**Conquest and the Consolidation of control: Norman Conquest** **Why did William become king of England?** - Introduction to History; why it is important, how we learn and chronology. - Anglo-Saxon in 1065; succession and earldoms - Claimants to the throne - Battles; Fulford and Stamford Bridge - Battle of Hastings - Source analysis on Bayeux Tapestry - LAT Test on the Conquest - Rochester local study - Motte and bailey Castles	**Conquest and the Consolidation of control: Life in Norman England** **How far did William Consolidate his power over England?** - Resistance to William; Harrying of the North - Feudal System and Domesday book - Life for Peasants and women - Role of the Church - William's legacy - Assessment - Investigations – prep - Investigation research lessons
MYP Individuals & Societies **Geography**	**My Global Skills and Interactions** Introduction to Human, Physical and Environmental Geography Continents and Oceans of the World Europe and Capitals The Countries of the British Isles Introducing maps: Longitude and Latitude	**My Global Skills and Interactions** Four figure grid references Six Figure Grid References Contour Lines MYP Project - My Favourite Place
MYP Arts **Music**	**Musical Stories: An introduction to the Elements of Music** **Core Knowledge:** **Factual-** What are the Musical Elements? What are the different instrument families and how do they create sound? **Conceptual-** How can we use music to represent people, places and concepts? How can we play instruments differently, to create different sounds more suited to the theme? **Debatable-** Are some musical elements more important than others? Are some sounds better at communicating ideas than others?	**Musical Stories: An introduction to the Elements of Music** **Core Knowledge:** **Factual-** What are the Musical Elements? What are the different instrument families and how do they create sound? **Conceptual-** How can we use music to represent people, places and concepts? How can we play instruments differently, to create different sounds more suited to the theme? **Debatable-** Are some musical elements more important than others? Are some sounds better at communicating ideas than others?
MYP Arts **Art**	**Art:Formal Elements** Elements of art are stylistic features that are included within an art piece to help the artist communicate. The seven most common elements include line, shape, texture, form, space, colour and value, with the additions of mark making, and materiality. When analyzing these intentionally utilised elements, the viewer is guided towards a deeper understanding of the work.	**Art:Formal Elements** This curriculum content follows on from Module 1 and also into Module 3.
MYP Arts / P H Education **Dance**	**Expressing Yourself Through Performance (Street Dance: *Emancipation of Expressionism*)** **Core Knowledge:** ❏ Know about how expression can be used to convey meaning. ❏ Know about different actions and gestures. ❏ Know about different forms of non-verbal communication. ❏ Be able to create a performance piece which has a narrative. ❏ Be able to perform to an audience and convey emotion. ❏ Be able to give and receive meaningful feedback based on performance. ❏ Understand how an audience reacts to a performance. ❏ Understand how the artistic process contributes to the final performance. ❏ Understand how artistry can be used to communicate a narrative more effectively.	**Expressing Yourself Through Performance (Street Dance: *Emancipation of Expressionism*)** *The curriculum described in Module 1 covers Modules 1-3. Drama has one lesson per fortnight.*
Drama	**An Introduction to Drama Skills (*Private Peaceful*)** **Core Knowledge:** Factual - What is a Role? Conceptual - How can we characterise a role? Debatable - You can only play a role like yourself. Factual- What is Audience?	*The curriculum described in Module 1 covers Modules 1-3. Drama has one lesson per fortnight.*

	Conceptual - Why is characterisation important in theatrical performance? Debatable- Drama skills are only used on stage. **Interleaving:** Vocal skills terminology Physical skills and vocal skills terminology **Curriculum links:** Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Develop an appreciation and love of reading, and read increasingly challenging material independently.	
MYP Design Technology	**Food: Pastry** Design, making and evaluating food. Food Preparation and cooking.	**Food: Pastry** Design, making and evaluating food Food Preparation and cooking.
MYP **Physical & Health Education** **Core PE**	Demonstrate Personal Improvement Knowledge of Health and Fitness 1 - how we test our fitness (fitness testing - links to GCSE) 2 - How we can develop our fitness, different training methods and the different components of fitness we can development 3 - Why do we do this? How do we stay healthy? Why are different types of fitness important? Students aim in this module is to develop theoretical understanding of fitness but to also show some improvement in their fitness from the start to end of the module (linking to goal setting and achieving personal improvements) "analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best" - wording from national curriculum - the unit allows students to meet this aim of demonstrating improvement and pushing for personal best.	