

## Year 9 Autumn Module: Curriculum Overview for Parents/Carers of Year 9 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	<p><b>FDP Review, Probability, Sets and Venn Diagrams</b></p> <p>In this unit students will look at the links between equations and their solutions both algebraically and graphically.</p> <p>They will also investigate the rules of probability and how we can represent probabilities and calculate them from diagrams.</p>	<p><b>Algebra: Manipulating Variables</b></p> <p>In this unit students will look at how we can use algebra to represent sequences and series and how these can be used to model real life situations.</p> <p>They will use algebraic manipulation to make expressions simpler or expand them out to look at them in more detail and they will learn how to change the subject of a formula so it can be used in a variety of situations.</p>
MYP Language and Literature	<p><b>Origin Stories</b></p> <p><u>Fiction Unit</u></p> <p>The Creation of the Titans and the Gods. Savitritri the princess who outwitted death The ballad of Mulan. Persephone and Hades. Japanese Myth of the magic racoon.</p>	<p><b>Heritage Study: Shakespeare's Legacy</b></p> <p><u>Extracts from Plays</u></p> <p>Henry V Macbeth Hamlet Othello Titus Andronicus The Taming of the Shrew Julius Caesar A Midsummer Night's Dream</p>
MYP Sciences	<p><b>9A: Biology, Chemistry and Physics key concepts</b></p> <p>Content is now cycled between all three sciences in units which build &amp; extend on the work done in year 7 &amp; 8 on key concepts. This enables students to make links between topics across the sciences, and allows us to revisit content repeatedly. This embeds content into students' long term memories, supporting them in this linear course.</p> <p><b>Biology</b> - 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, Introduction to specialised cells, difference between specialised cells, the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.</p> <p><b>Chemistry</b> - 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. a simple (Dalton) atomic model, chemical symbols and formulae for elements and compounds, conservation of mass changes of state and chemical reactions, the concept of a pure substance, mixtures, including dissolving.</p> <p><b>Physics</b> - similarities and differences, including density differences, between solids, liquids and gases, the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition, atmospheric pressure, decreases with increase of height as weight of air above decreases with height, pressure in liquids, increasing with depth; upthrust effects, floating and sinking, pressure measured by ratio of force over area – acting normal to any surface.</p>	<p><b>As for Module 1</b></p>

<p>MYP Physical &amp; Health Education</p> <p>RSE</p>	<p><b>Being Safe</b>  How can we tell the difference between healthy and abusive relationships?  What are coercive and controlling relationships? How are they abusive?  What are coercive and controlling relationships? How are they abusive?  How do we recognise child sexual exploitation and how easily can this happen?  Forced and arranged marriages: What do we need to know?  Stalking and harassment. What are these? How does the law protect us?  Human trafficking and modern slavery. How are these still happening?</p>	<p><b>Being Safe</b>  What are acid attacks?  What is consent?  What are positive and negative risks and how can we make better decisions?  What is peer pressure and how can this be dangerous?  What is a gang? And why is being involved in a gang dangerous?  What are 'county lines'?</p>
<p>MYP Individuals &amp; Societies</p> <p>World Views / RE</p>	<p>World Faiths  Lesson 1 - Christianity  Lesson 2 - Judaism  Lesson 3 - Islam</p>	<p>World Faiths  Lesson 4 - Sikhism  Lesson 5 - Hinduism  Lesson 6 - Buddhism</p>
<p>MYP Language Acquisition</p> <p>MFL</p>	<p><b>Spanish: We are what we do</b>  Imperfect tense, future plans, routine and jobs, revisit activities, sports, technologies, personalities, friendships, healthy lifestyles, advice</p> <p>Grammar  Future tense  Conditional</p>	<p><b>Spanish: We are what we do</b>  House, rooms, furniture, prepositions, activities in towns and directions, future plans</p> <p>Grammar  Future tense  Conditional</p>
<p>MYP Individuals &amp; Societies</p> <p>History</p>	<p><b>Why did America boom and bust?</b></p> <ul style="list-style-type: none"> <li>- Why was America booming in the 1920's (Resources, impact of WWI, technological change, mass-production, mass-marketing, policies of Republicans, confidence, credit)</li> <li>- Henry Ford case study</li> <li>- Who didn't benefit from the boom? (Farmers, new immigrants, black people [touch as look at in lesson 5], old industries)</li> <li>- How was life different for women? (flappers vs. Middletown women)</li> <li>- Intolerance – the rise and fall of the KKK</li> <li>- Intolerance, The Red Scare and why were Sacco and Vanzetti executed? (mock trial)</li> <li>- LAT Test</li> <li>- The Monkey Trial</li> <li>- Prohibition and the rise of gangsters</li> <li>- If time – the story of Al Capone</li> <li>- The Wall Street Crash (game)</li> </ul>	<p style="text-align: center;"><b><u>Rise of the Nazis and life under their leadership</u></b></p> <p>Origins of Hitler  Origins of the Nazis – aims and growth  Nazi tactics and the SA  How did Hitler become Fuhrer?  Life in Nazi Germany; Women  Nazi Propaganda  Nazi terror  Childhood in Nazi Germany</p> <p>Investigation prep  Investigation research lesson</p>
<p>MYP Individuals &amp; Societies</p> <p>Geography</p>	<p><b>Human and Natural Hazards</b></p> <p>Introduction of Global Hazards including biological, climatological, meteorological, extra-terrestrial and human induced events including nuclear accidents</p> <p>Content to include</p> <ul style="list-style-type: none"> <li>- Introduction to Hazards and Vulnerability</li> <li>- Human Hazards to include <ul style="list-style-type: none"> <li>COVID 19</li> <li>Chernobyl</li> <li>BP Oil Spill</li> </ul> </li> </ul>	<p><b>Human and Natural Hazards</b></p> <p>Content</p> <ul style="list-style-type: none"> <li>- Volcanic Eruptions</li> <li>- Tsunami</li> <li>- Hurricanes</li> <li>- Tornado</li> <li>- Meteorite Impact</li> </ul>
<p>MYP Arts</p> <p>Music</p>	<p><b>Music for Film</b>  <b>Core Knowledge:</b>  <b>Factual-</b>  How did Film Music originate and develop?  How has "Classical Music" been used in films?  <b>Conceptual-</b>  How did Film Music originate and develop?  How has "Classical Music" been used in films  <b>Debatable-</b>  To what extent does film music enhance (or detract from) the visual on-screen action?</p>	<p><b>Music for Film</b>  <b>Core Knowledge:</b>  <b>Factual-</b>  How did Film Music originate and develop?  How has "Classical Music" been used in films?  <b>Conceptual-</b>  How did Film Music originate and develop?  How has "Classical Music" been used in films  <b>Debatable-</b>  To what extent does film music enhance (or detract from) the visual on-screen action?  <i>Covers Modules 1-3</i></p>
<p>MYP Arts</p> <p>Art</p>	<p><b>Art: Surfaces</b></p>	<p><b>Art: Surfaces</b></p>
<p>MYP Arts</p> <p>Drama</p>	<p><b>Technical Components within Dance (Street Dance/Hip Hop: <i>Some Like It Hip Hop</i>)</b></p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know about the different dance components (structure and components) which form choreography.</li> <li><input type="checkbox"/> Know about the professional dance work <i>Some Like It Hip Hop</i> and the themes associated with it.</li> </ul>	

	<ul style="list-style-type: none"> <li>❑ Know about different forms and structures of a dance at a more advanced level.</li> <li>❑ Be able to create a performance piece based on one new professional work.</li> <li>❑ Be able to perform to an audience and convey the stimulus through choreography appropriate structure.</li> <li>❑ Be able to give and receive meaningful feedback based on performance.</li> <li>❑ Understand how different form and structure can affect the narrative and audience's interpretation.</li> <li>❑ Understand how the choreographic process contributes to the final performance.</li> <li>❑ Understand how different choreographic approaches work and how this may affect the dancers' and audiences' interpretation.</li> </ul>	
<b>Drama</b>	<p style="text-align: center;"><b>Performance Realisation (DNA)</b></p> <p><b>Core Knowledge:</b></p> <p>Factual - How do scripts work?</p> <p>Factual- What is genre?</p> <p>Factual- What is structure?</p> <p>Conceptual - What skills are needed to create a believable role?</p> <p>Conceptual- What is the relationship between Drama and Audience?</p> <p>Conceptual- In what ways can theatre change society?</p> <p>Debatable - Do Aesthetics change minds and create new ideas?</p> <p>Debatable- When does theatre fully engage its audience and reach its full potential?</p>	<p style="text-align: center;"><b>Performance Realisation (DNA)</b></p> <p style="text-align: center;"><b>Core Knowledge:</b></p> <p style="text-align: center;">Factual - How do scripts work?</p> <p style="text-align: center;">Factual- What is genre?</p> <p style="text-align: center;">Factual- What is structure?</p> <p style="text-align: center;">Conceptual - What skills are needed to create a believable role?</p> <p style="text-align: center;">Conceptual- What is the relationship between Drama and Audience?</p> <p style="text-align: center;">Conceptual- In what ways can theatre change society?</p> <p style="text-align: center;">Debatable - Do Aesthetics change minds and create new ideas?</p> <p style="text-align: center;">Debatable- When does theatre fully engage its audience and reach its full potential?</p>
<b>MYP Design Technology</b>	<b>Product Movement</b>	<b>Product Movement</b>
<b>MYP Physical &amp; Health Education</b>  <b>Core PE</b>	<p style="text-align: center;"><b>Demonstrating personal improvement (sport based)</b></p> <p>Students will build on fitness based knowledge (components of fitness) as well as skill based knowledge to identify personal weaknesses in sport and develop on these (this can be skill or fitness based)</p> <p>Applying knowledge of planning and fitness methods - students will work on developing their sports specific (netball and handball) and fitness based skills - developing their skills practically and theoretically for deeper understanding</p> <p>Student will also take on theory knowledge of how and why we exercise - this alongside the skills and sports specific knowledge will be applied to questions in a knowledge based test</p> <p>Use of assessment criteria and success criteria embedded in the unit for increase use of self and peer assessment</p>	<p style="text-align: center;"><b>Developing skills, techniques and roles in sport (Winter)</b></p> <p>Building on 7/8 knowledge of games - with focus more rugby and football - which have had less curriculum time</p> <p>Application and development of skills and techniques used in these games - with focus on developing the techniques of these skills and developing the understanding of when/why and how these are used in a competitive situation.</p> <p>Increasing knowledge of assessment criteria and success criteria of a range of skills - allowing deeper understand and application of practical based peer and self assessment</p> <p>Applying knowledge of planning skills - and allowing students to have more ownership over their game plans and skill development</p>