

## Year 8 Autumn Module: Curriculum Overview for Parents/Carers of Year 8 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>Negative Numbers, Sequences and Linear Equations</b></p> <p>This unit on sequences builds on the work students have done in year 7. In year 7 students were introduced to algebraic notation and met sequences in the form of geometric patterns. In this unit, sequences are derived from the same geometric patterns and other contexts. Students start with the term to term rules, before expressing the position to term rules algebraically. Different types of sequences are explored including linear, non-linear, arithmetic and geometric. Fibonacci sequences are also introduced as well as special sequences of numbers such as triangular and square numbers. Graphical representations of these sequences help draw out the difference in how they behave. Students use the position to term rule and other ways of reasoning to decide if a term is in a sequence or if two sequences share a term.</p>	<p><b>Graphs and Proportion</b></p> <p>In this unit students build on the proportional reasoning taught in year 7 and allows students to experience the different ways of defining ratio and proportion. Throughout year 7, students' proportional reasoning was developed through experiences in multiplication, division, fractions, decimals and percentages, as well as a unit introducing the formal notation for ratio. Time is spent in this unit reinforcing the notion of a ratio as an expression of a constant multiplicative relationship which can be between two quantities in the same unit e.g. fractions or between two quantities in different units e.g. speed measured in miles per hour. A variety of contexts, both previously experienced (groups of objects, unit conversion, scaling recipes, cost) and new (speed and average speed, density) are used to explore and clarify concepts. Having established ratio as an expression of a relationship between two quantities, this is applied to ratio problems where students are required to divide an amount into a given ratio and find different quantities given a ratio. The models of ratio tables, double number lines, bar models and linear graphs are used to support development of flexible strategies and understanding of procedures</p>
MYP Language and Literature	<p><b>English Mastery Course &amp; Literature focus: Conflict and Chaos</b></p> <p>Fiction Animal Farm Extracts from 1984</p> <p>Non-Fiction Propaganda posters Famous speeches - eg. Churchill</p> <ul style="list-style-type: none"> <li>- What is dystopia</li> <li>- What was the Russian Revolution and what caused it?</li> <li>- What is a fable, propaganda, allegory and anthropomorphism</li> <li>- How can Propaganda be used in positive/negative ways? - What were Stalin's purges?</li> <li>- How is Propaganda used in the 21st Century?</li> <li>- What is an Orwellian dystopia?</li> <li>- Creative Writing: How to use language to create a dystopian world - using 1984 and Animal Farm as inspiration</li> </ul> <p>Skills Focus</p> <ul style="list-style-type: none"> <li>- Inference skills</li> <li>- To identify persuasive techniques</li> <li>- To identify literary techniques</li> </ul>	<p><b>English Mastery Course &amp; Literature Focus: Conflict and Chaos</b></p> <p><b>Skills focus</b></p> <ul style="list-style-type: none"> <li>- Conscious crafting of literary and persuasive techniques and ambitious vocabulary to practise both creative and transactional writing.</li> </ul>

<p><b>MYP Sciences</b></p>	<p>Unit 6: Energy, Electricity and Magnetism  <b>Calculation of fuel uses and costs in the domestic context</b>  - comparing energy values of different foods (from labels) (kJ)  - comparing amounts of energy transferred (J, kJ, kW hour)  - fuels and energy resources  <b>Energy changes and transfers</b>  - other processes that involve energy transfer: completing an electrical circuit  <b>Current electricity</b>  - electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge  - potential difference, measured in volts, battery and bulb rating  - differences in resistance between conducting and insulating components (quantitative)  <b>Static electricity</b>  - separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects  - the idea of electric field, forces acting across the space between objects not in contact  <b>Magnetism</b>  - magnetic poles, attraction and repulsion  - magnetic fields by plotting with compass, representation by field lines  - Earth's magnetism, compass and navigation  - the magnetic effect of a current, electromagnets, DC motors (principles only)  <b>Energy in matter</b>  - internal energy stored in materials</p>	<p>Unit 7: The periodic table and metals  <b>Chemical reactions</b>  - representing chemical reactions using formulae and using equations  - displacement reactions  - reactions of acids with metals to produce a salt plus hydrogen  - reactions of acids with alkalis to produce a salt plus water  <b>The periodic table</b>  - the varying physical and chemical properties of different elements  - the principles underpinning the Mendeleev periodic table  - the periodic table: periods and groups; metals and non-metals  - how patterns in reactions can be predicted with reference to the periodic table  - the properties of metals and non-metals  - the chemical properties of metal and non-metal oxides with respect to acidity  <b>Materials</b>  - the order of metals and carbon in the reactivity series  - the use of carbon in obtaining metals from metal oxides  - properties of polymers (qualitative)</p>
<p><b>MYP Physical &amp; Health Education</b>  <b>RSE</b></p>	<p><b>Families</b>  What different types of relationships can someone have?  How can relationships contribute to our happiness  What does it mean to fall in love?  How can we manage conflict in relationships?  Do families come in different forms?  What is cohabitation?</p>	<p><b>Families</b>  What does it mean to make a commitment in a relationship?  What is marriage?  What is a civil partnership?  Do couples in marriages and couples in civil partnerships have the same legal status?  What is a divorce?  What is a forced and an arranged marriage?</p>
<p><b>MYP Individuals &amp; Societies</b> <b>World Views / RE</b></p>	<p><b>Religion and Science</b>  Lesson 1 - In the Beginning  Lesson 2 - Miracles  Lesson 3 - Angels</p>	<p><b>Religion and Science</b>  Lesson 4 – Life After Death  Lesson 5 – Near Death Experiences  Lesson 6 – Do Near Death Experiences Prove Anything?</p>
<p><b>MYP Language Acquisition</b>  <b>MFL</b></p>	<p><b>Spanish: Media and new technologies</b>  media - social media - TV - cinema - opinions   Grammar  - double verbs  - conditional  - and past tenses</p>	<p><b>Spanish: The wider world</b>  Review last year's vocabulary on houses and towns. Add verb contents and activities linked with helping in the communities.   Grammar  - conditional and future tense  - comparisons  -al / a la</p>
<p><b>MYP Individuals &amp; Societies</b>  <b>History</b></p>	<p><b>Industry, Revolution and Empire: Transatlantic Slave Trade</b>  <u>Subjugation and Slavery</u>. How far did capitalism drive the slave trade?  What pushed parliament to finally deliver on the abolition the slave trade?   Introduction to History; why it is important, how we learn and chronology.  What are human rights?  Life and culture in Africa  Slave Triangle  Middle passage: Source analysis  Life on the plantations / punishments (indentured slaves)  Resistance and rebellions  LAT test  Abolition movement  Legacy on Britain</p>	<p><b>Industry, Revolution and Empire: Civil Rights in America</b>  <u>How did Civil rights develop?</u>   - American Civil Wars  - Harriet Tubman and resistance  - Lincoln and Emancipation  - Assassination and reconstruction era  - Obstacles to civil rights  - Investigation prep  - Investigation research lesson</p>
<p><b>MYP Individuals &amp; Societies</b>  <b>Geography</b></p>	<p><b>Plates and shakes</b>  – Introducing Plate Tectonics  – Different pieces to puzzle - Plate Boundaries  – Earthquakes – Earthquake Case Study - Sichuan (China) v Christchurch (New Zealand)  – Volcanoes and Human uses of Landscapes</p>	<p><b>Plates and shakes</b>  – Case Study  – Tsunami  - Tsunami Case Study- Human interactions with Physical world  -Assessment / GRASP Project</p>
<p><b>MYP Arts</b>  <b>Music</b></p>	<p><b>Arranging Music: Melody, Harmony and Rhythm</b>  <b>Core Knowledge:</b>  <b>Factual-</b>  What is the definition of melody, harmony and rhythm?  What is an ensemble?  <b>Conceptual-</b>  How can ensembles use chords to create harmony?  How can you organise and structure the instrumental layers to create interesting music?  <b>Debatable-</b>  Is there such a thing as bad harmony?  Which out of melody, harmony and rhythm is the most important?</p>	<p><b>Musicals</b>  <b>Core Knowledge:</b>  <b>Factual -</b>  What are the musical features of Musicals?  What are chords?   <b>Conceptual -</b>  How can we use songs to tell stories?  How can we express feelings, concepts and character through music?   <b>Debatable -</b>  Is music the most important part of a Musical?</p>

		Why are songs used instead of dialogue to help tell a story?
MYP Arts Art	Art: Portraiture	Art: Portraiture
Drama	<p align="center"><b>Vocal Skills in Performance (<i>War of the Worlds</i>)</b></p> <p align="center"><b>Core Knowledge:</b></p> <p>Factual- What is voice? Conceptual- How can you use your voice to educate about the different people, cultures and religions of the world? Debatable - Should we change our voice depending on context?</p> <p>Factual - What are the different ways you can use your voice? Conceptual - What is the relationship between the recorded Arts and audiences? Debatable- Our voices define who we are.</p>	<p><i>Module 1-3 is Vocal Skills in Performance (War of the Worlds)</i> <i>There is one lesson per fortnight.</i></p>
Dance	<p align="center"><b>Modules 1-3</b></p> <p align="center"><b>Choreographic Practice and Composition (Brazilian/Capoeira: <i>A Linha Curva</i>)</b></p> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know about the different choreographic processes.</li> <li><input type="checkbox"/> Know about the professional works <i>A Linha Curva</i>.</li> <li><input type="checkbox"/> Know about different forms and structures of a dance.</li> <li><input type="checkbox"/> Be able to create a performance piece based on one professional work.</li> <li><input type="checkbox"/> Be able to perform to an audience and convey the stimulus.</li> <li><input type="checkbox"/> Be able to give and receive meaningful feedback based on performance.</li> <li><input type="checkbox"/> Understand how different form and structure can affect the narrative in your dance.</li> <li><input type="checkbox"/> Understand how the choreographic process contributes to the final performance.</li> <li><input type="checkbox"/> Understand how different choreographic approaches work and how this may affect the dancers and audience.</li> </ul>	<p align="center"><b>Modules 1-3</b></p> <p align="center"><b>Choreographic Practice and Composition (Brazilian/Capoeira: <i>A Linha Curva</i>)</b></p> <p><b>Core Knowledge:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know about the different choreographic processes.</li> <li><input type="checkbox"/> Know about the professional works <i>A Linha Curva</i>.</li> <li><input type="checkbox"/> Know about different forms and structures of a dance.</li> <li><input type="checkbox"/> Be able to create a performance piece based on one professional work.</li> <li><input type="checkbox"/> Be able to perform to an audience and convey the stimulus.</li> <li><input type="checkbox"/> Be able to give and receive meaningful feedback based on performance.</li> <li><input type="checkbox"/> Understand how different form and structure can affect the narrative in your dance.</li> <li><input type="checkbox"/> Understand how the choreographic process contributes to the final performance.</li> <li><input type="checkbox"/> Understand how different choreographic approaches work and how this may affect the dancers and audience.</li> </ul>
MYP Design Technology	World Foods	World Foods
MYP Physical & Health Education  Core PE	<p align="center"><b>Demonstrate Personal Improvement</b></p> <p align="center">Building on Year 7 fitness knowledge. Not just different tests and methods - but now how these impact the body in different ways and the different body systems that we use.</p> <p>Building on knowledge of components of fitness - but thinking these components to different athletes and sports to tailor the knowledge to understand how and why different types of training are used.</p> <p>More application of knowledge - creating a training plan/ training method to show knowledge of how training methods are applied and understand how to plan and create training plans for specific goals/targets.</p> <p>“understand and apply the long-term health benefits of physical activity” (quote form curriculum) Link to national curriculum so module focuses on fitness and exercise and how to plan/create training plans.</p>	<p align="center"><b>Developing Skills, Techniques and Roles In Sport (Winter)</b></p> <p>Building on 7 knowledge of games - with focus more on roles and rules within the sport Application and development of skills and techniques used in year 7 - focus on using these skills and techniques in accordance with rules of the game Increasing knowledge of rules and regulations of multiple games and understand how these impact the game Applying this knowledge of the rules by taking on roles of officials - apply rules and regulations and developing skills required for referees and umpires “develop their technique and improve their performance in competitive sports ” words from national curriculum - this module focus’ on developing skills/techniques to improve sports performance</p>