



Remuera Intermediate Local Curriculum Overview 2019

Year 7

<p>TITLE: I think therefore I am</p> <p>CONTEXT: Exploring behaviours, actions and science behind being the best version of ourselves.</p> <ul style="list-style-type: none"> Understanding how the brain works and how we can impact this Contributing to a positive school culture Looking after ourselves and others <p>CENTRAL IDEA: What can we do to set ourselves up for success?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Neuroscience can help us understand how we learn and what we can do to support this Our bodies function best when we provide the right activity, nutrition and rest Individual and collective responsibility for building a safe and healthy community <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> Health and PE Science - Life Processes (Human Bio) Social Sciences <p>Time Frame: Term 1 from week 3</p>	<p>TITLE: From Surviving to Thriving</p> <p>CONTEXT: Examine the connection between the environment, evolution, adaptation and thriving in the living world. Consider possible parallels in thriving a new school.</p> <p>CENTRAL IDEA: What does it take for living things to thrive?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Ecology describes the connections between habitat, environment, features, attributes and behaviours All living things are connected and have changed over long periods of time in order to survive. Changes within an ecosystem can impact the entire system <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> Science - Nature of Science, Ecology, Evolution, Interacting Systems <p>Time Frame: Term 2</p>	<p>TITLE: It's a Big Wide World. Leave nothing but footprints</p> <p>CONTEXT: Investigation into how and why humans have explored the world throughout history and the impact this has had on civilisations and the environment with an emphasis on the settlement of Aotearoa</p> <p>CENTRAL IDEA: How does human exploration change the world?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Exploration and migration can be the cause or the effect of various positive and negative changes With change comes challenges, opportunities and innovations Technology has impacted the way we explore the world and beyond <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> Social Sciences Technology - Nature of Technology <p>Time Frame: Term 3</p>	<p>TITLE: Mission to Mars</p> <p>CONTEXT: Consider why we should and what it would take to establish a sustainable civilisation on Mars</p> <p>CENTRAL IDEA: Should we really go to Mars?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Reasons why people want to travel to and explore Mars. Why Mars? Physical, social and technological challenges of travelling to Mars Possible benefits and impacts of inhabiting Mars Technological advancements from one endeavour can be transferred <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> Social Science Science - Planet Earth and Beyond (solar system, space travel), Physical World (forces, motion, energy) Technology - Technological Knowledge, Nature of Technology <p>Time Frame: Term 4</p>
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Year 8

<p>TITLE: The Art of Influence</p> <p>CONTEXT: Critically examine the various forms of influence in our daily lives and consider how we might influence others through such mediums as advertising, traditional and social media, peer and social influence.</p> <p>CENTRAL IDEA: Are our thoughts, feelings and opinions really our own?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Whilst the means of manipulation, persuasion and influence have changed over time the underlying aims have remained the same The introduction of Social Media has had a profound impact on how people are influenced today Information must be critically examined to determine it's reliability and/or validity <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> English - All strands (Debate, persuasive writing, non-fiction, posters/advertising/propaganda) Social Sciences Technology - Nature of Technology (Social media, film, TV, product placement) <p>Time Frame: Term 1 wk 3 onwards</p>	<p>TITLE: The Solution is in the Solution</p> <p>CONTEXT: Research the impact of scientific advancement on society with a specific focus on Chemistry and experience scientific experimentation</p> <p>CENTRAL IDEA: How has Chemistry impacted society in modern times?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Chemistry deals with the composition, structure and properties of matter and the transformations that they undergo Humanities understanding of chemistry has changed the way we live Science helps us understand the world and scientific discovery is the consequence of scientific research <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> Science - Material World (Chemistry) Social Sciences <p>Time Frame: Term 2</p>	<p>TITLE: Sim City</p> <p>CONTEXT: Examine modern city living through multiple lenses to understand what constitutes a desirable place to live and use this knowledge to create a sustainable city for the future</p> <p>CENTRAL IDEA: Can we build a perfect city?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> A city has many interconnected and interdependent services including infrastructure, funding, planning, regulation and community Healthy communities require certain conditions and these can change according to time and place, culture and technology (agricultural, industrial, information ages) Sustainability is a scientific, technological and social issue <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> Health and PE - Healthy communities and environments Social Sciences Science - Physical World (Energy, Electricity) Maths - Financial Literacy <p>Time Frame: Term 3</p>	<p>TITLE: Building a better world. (Independent Study)</p> <p>CONTEXT: Apply personal knowledge, skills and understanding to develop a social or technological solution to a current personal, local or global issue either independently or in a collaborative team</p> <p>CENTRAL IDEA: What could be done to build a better global community?</p> <p>KEY UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Demonstrate knowledge, skills and understanding in an area of interest to develop a solution and/or an idea/product/innovation <p>CURRICULUM FOCUS:</p> <ul style="list-style-type: none"> Level 4 NZC as it relates to their area of investigation Key Competencies in action <p>Time Frame: Term 4</p>
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