



## Remuera Intermediate Local Curriculum Overview

### Year 7

<p><b>TITLE:</b> Success starts with me</p> <p><b>CONTEXT:</b> Exploring contributing factors behind being the best version of ourselves.</p> <ul style="list-style-type: none"> <li>Understanding how the brain works and how we can impact this</li> <li>Looking after ourselves and others</li> <li>Contributing to a positive school culture</li> </ul> <p><b>CENTRAL IDEA:</b> What can we do to set ourselves up for success?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Neuroscience can help us understand how we learn</li> <li>Many factors affect the brain and learning (sleep, screen time, exercise etc).</li> <li>We all have a responsibility for building a safe and healthy community through our actions and behaviours.</li> </ul> <p><b>CURRICULUM FOCUS Level 3:</b> <b>Social Sc.</b> - Understanding how groups make and implement rules and laws</p> <p><u>Health (Personal Health)</u> - Identify factors that affect personal, physical, social, and emotional growth (Hauora) and develop skills to manage changes (resilience).</p> <p><u>Science (Nature of Science)</u> - Build on prior experiences, working together to share and examine their own and others' knowledge</p> <p><b>Time Frame: Weeks 5-9 term 1</b></p>	<p><b>TITLE:</b> From Surviving to Thriving</p> <p><b>CONTEXT:</b> Examine the connection between the environment, adaptation and thriving in the living world. Consider possible parallels in thriving in a new school.</p> <p><b>CENTRAL IDEA:</b> What does it take for living things to thrive?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Ecology describes the relationships between habitat, environment, features, attributes and behaviours</li> <li>All living things are connected and have changed over time in order to survive.</li> </ul> <p><b>CURRICULUM FOCUS Level 3:</b> <b>Science (Living World)</b>- Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.</p> <p><u>Social Sc.</u> - Understand how people make decisions about access to and use of resources.</p> <p><b>Time Frame: Term 2</b> <b>Possible Trip/Activity:</b> Auckland Zoo</p>	<p><b>TITLE:</b> Wait for me!</p> <p><b>CONTEXT:</b> Investigate how and why humans move around the world and the impact this has had on civilisations including the settlement of Aotearoa.</p> <p><b>CENTRAL IDEA:</b> How does human migration change the world?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Varying factors can be the cause/ effect of human migration.</li> <li>Human migration presents challenges and opportunities for both individuals and society.</li> <li>With continued migration, comes innovation in technology.</li> </ul> <p><b>CURRICULUM FOCUS Level 3:</b> <b>Social Sc.</b> - Understand how the movement of people affects cultural diversity and interaction in New Zealand. -Understand how exploration and innovation create opportunities and challenges for people, places, and environments.</p> <p><u>Health (Relationships with others)</u> -Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</p> <p><b>Time Frame: Term 3</b> <b>Possible Trip/Activity:</b> Auckland Museum - Stars in Their Eyes</p>	<p><b>TITLE:</b> What a Wonderful World!</p> <p><b>CONTEXT:</b> Identify physical factors that make Earth a great place for human existence and what we need to do to sustain this.</p> <p><b>CENTRAL IDEA:</b> How is human creativity and innovation solving real-world challenges?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Earth's systems/resources sustain life</li> <li>Many initiatives are helping to build a sustainable environment</li> <li>We can contribute, through our actions and behaviours, to sustaining our local environment</li> </ul> <p><b>CURRICULUM FOCUS Level 3:</b> <b>Science (Planet Earth and beyond)</b> - Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</p> <p><u>Technology</u> - Understand the relationship between the materials used and their performance properties in technological products.</p> <p><u>Social Sc.</u> - Understand how people view and use places differently.</p> <p><b>Time Frame: Term 4</b> <b>Possible Trip/Activity:</b> Junior Schools Sustainability Challenge (Auckland Council)</p>
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### Year 8

<p><b>TITLE:</b> The Art of Influence</p> <p><b>CONTEXT:</b> Critically examine the various forms of influence in our daily lives and consider how we might influence others through such mediums as traditional advertising and social media, peer and social influence.</p> <p><b>CENTRAL IDEA:</b> Are our thoughts, feelings and opinions really our own?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Manipulation, persuasion and influence have changed over time however the underlying aims have remained the same</li> <li>The introduction of Social Media has had a profound impact on how people are influenced today</li> </ul> <p><b>CURRICULUM FOCUS Level 4:</b></p> <p><b>Health:</b> Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.</p> <p><u>Social Sciences</u> Understand how</p>	<p><b>TITLE:</b> Chemical Chaos- Chemistry</p> <p><b>CONTEXT:</b> Research the impact of scientific advancement on society with a specific focus on Chemistry and experience scientific experimentation.</p> <p><b>CENTRAL IDEA:</b> How has Chemistry impacted society in modern times?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Scientific research requires a range of skills and processes.</li> <li>Chemistry deals with the composition, structure and properties of matter and the transformations that they undergo</li> <li>Discoveries in chemistry have changed the way we live.</li> </ul> <p><b>CURRICULUM FOCUS Level 4:</b></p> <p><b>Science- Material World (Chemistry):</b> <i>Properties and changes of matter:</i></p> <ul style="list-style-type: none"> <li>Group materials in different ways, based on the observations and measurements of the characteristic chemical and</li> </ul>	<p><b>TITLE:</b> The Power of Community!</p> <p><b>CONTEXT:</b> Examine Hauora to build healthy students who can contribute to healthy communities.</p> <p><b>CENTRAL IDEA:</b> What can be done to build a healthier community?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Hauora encompasses the mental, spiritual, physical and emotional elements of wellness.</li> <li>Healthy communities require essential services to meet the needs of their people.</li> <li>We can positively influence change to promote a healthy community.</li> </ul> <p><b>CURRICULUM FOCUS Level 4:</b></p> <p><b>Health and PE</b> (Healthy communities and environments: Community resources) Investigate a range of community resources that support well-being and</p>	<p><b>TITLE:</b> Gizmos and Gadgets</p> <p><b>CONTEXT:</b> Investigate how physical forces are applied in the design and construction of everyday objects and machines and use this knowledge to create a simple device.</p> <p><b>CENTRAL IDEA:</b> What role does physics play in our daily lives?</p> <p><b>KEY UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Force can be described as a push or a pull and can cause objects to accelerate, slow down, stay still, or change shape</li> <li>There are 3 Laws of Motion that describe how things move scientifically</li> <li>Simple machines manipulate forces to achieve the desired outcome</li> </ul> <p><b>CURRICULUM FOCUS Level 4:</b></p> <p><b>Science - Nature of Science</b> Understanding about science</p> <ul style="list-style-type: none"> <li>Appreciate that science is a way of explaining the world and that scientific knowledge changes over time.</li> </ul>
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<p>exploration and innovation create opportunities and challenges for people, places, and environments/ Understand that events have causes and effects.</p> <p><u>Technology (Characteristics of):</u> Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.</p> <p><b>Time Frame: Term 1 from week 4 onwards</b></p>	<p>physical properties of a range of different materials.</p> <ul style="list-style-type: none"> <li>• Compare chemical and physical changes.</li> </ul> <p><i>The structure of matter:</i></p> <ul style="list-style-type: none"> <li>• Begin to develop an understanding of the particle nature of matter and use this to explain observed changes</li> </ul> <p><i>Chemistry and society:</i></p> <ul style="list-style-type: none"> <li>• Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.</li> </ul> <p><u>Social Sciences</u> Understand how exploration and innovation create opportunities and challenges for people, places, and environments/ Understand that events have causes and effects.</p> <p><b>Time Frame: Term 2</b> <b>Possible Trip/Activity:</b> dry ice and weekly science lab sessions</p>	<p>evaluate the contribution made by each to the well-being of community members.</p> <p><u>Social Sciences</u> Understand how formal and informal groups make decisions that impact on communities Understand how people participate individually and collectively in response to community challenges.</p> <p><b>Time Frame: Term 3</b> <b>Possible Trip/Activity:</b> Scavenger Hunt Cornwall Park</p>	<ul style="list-style-type: none"> <li>• Identify ways in which scientists work together and provide evidence to support their ideas.</li> </ul> <p>Investigating in science</p> <ul style="list-style-type: none"> <li>• Build on prior experiences, working together to share and examine their own and others' knowledge.</li> <li>• Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.</li> </ul> <p>Communicating in science</p> <ul style="list-style-type: none"> <li>• Begin to use a range of scientific symbols, conventions, and vocabulary.</li> <li>• Engage with a range of science texts and begin to question the purposes for which these texts are constructed.</li> </ul> <p><b>Participating and contributing</b></p> <ul style="list-style-type: none"> <li>• Use their growing science knowledge when considering issues of concern to them.</li> <li>• Explore various aspects of an issue and make decisions about possible actions.</li> </ul> <p><i>Physical World</i> <i>Students will:</i></p> <p><b>Physical inquiry and physics concepts</b></p> <ul style="list-style-type: none"> <li>• Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</li> </ul> <p><b>Time Frame: Term 4</b></p>
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