

**GLOBAL CONTEXT**

**Scientific and technical innovation**

(How do we understand the world in which we live?) Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

**GUIDING STATEMENT**

The changing nature of the Earth influences human behaviour and the choices people make.

**KEY CONCEPTS:**

*Change:* Inquiry into the concept of change involved understanding and evaluating causes, processes, and consequences.

*Global interactions (responsibility):* An inquiry into the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

**RELATED CONCEPTS:**

**Related concepts:**

**General**

Patterns

**Science**

Transformations

Energy

Interaction (adaptation)

**Mathematics**

Equivalence

Representation

Patterns

**Social Science**

Sustainability (survival)

Resources

Globalisation (humanity)

**English**

Context

Point of View

**INQUIRY QUESTIONS**

**English**

What are the components of a basic documentary? What is the truth? How do people search for the meaning of truth? How is the truth corroborated? How do you know your stance is the

You will find the task sheet for this interdisciplinary unit located on our Year 7 webpage – <http://issyear7.weebly.com/> listed under IDU on the assessment page.

**MATHEMATICS**

As this will be a continuation of the IDU from last term, these are the concepts covered:

**Statistics:**

- Data collection; categorical data; Numerical Data.
- The Mean, Median and Mode

**Fractions/Decimals/Percentages**

- Recognise the equivalence of simple fractions, decimals and percentages
- Simplify fractions by cancelling common factors and identify equivalent fractions; change an improper fraction to a mixed number and vice versa
- Compare two fractions to decimals by using diagrams or by using a calculator to convert fractions
- Add and subtract two simple fractions
- Multiply a fraction by an integer
- Understand % as the number of parts in every 100; use percentages to describe parts of shapes, quantities and measure

**SCIENCE**

As this will be a continuation of the IDU from last term, these are the concepts covered:

**Science Inquiry**

- Make conclusions from collected data, including those presented in a graph, chart or spreadsheet.
- Consider explanations for predictions using scientific knowledge and understanding and communicate these.

**Earth Science**

- Discuss positive and negative influence of humans on the environment, e.g. the effect on food chains, pollution and ozone depletion.
- Discuss a range of energy sources and distinguish between renewable and non-renewable resources. Secondary sources can be used.
- Understand that energy cannot be created or destroyed and that energy is always conserved.
- Recognise different energy types and energy transfers.

**SOCIAL SCIENCE**

- Case study: Pacific region or Pacific Island nation

**Research and Presentation skills**

- Obtain information
- Organise information
- Look for patterns
- Interpret, apply and synthesise information
- Support a stance/position
- Acknowledge sources in appropriate format

**CHINESE STUDIES**

**Unit Name:** Unit 1

**Topics:** Greetings and Manners

**Lesson Objectives:**

- Learn phone communication phrases
- How to make a phone call in Chinese

**Grammar:**

- Polite expressions: 谢谢, 不客气, 对不起, 没关系

- Multiple meanings of 打 (to make a phone call and to play ball)

**Cultural Focus:**

- When Chinese people answer the telephone, they do not say their own names, but instead wait for the other person on the line to tell them their name.
- Communication in ancient China

**Unit Name:** Unit 2

**Topics:** Countries, Languages

**Lesson Objectives:**

- Words for different languages are related to country names
- How to distinguish between written and spoken language names
- Can inquire and express nationality and language
- How to describe your own abilities

**Grammar:**

- 会(verb) to be able to
- 语 and 文 spoken and written language
- The use of 一点儿
- Different pronunciations of 法国 in some Chinese communities

**Unit Name:** Unit 3 School

**Topics:** Subjects of Study

**Lesson Objectives:**

- Learn terms for different subjects
- Can express whether it is like

**Grammar:**

- The measure word “门”
- Multiple meanings of “上”

**Cultural Focus:**

- In expressing fields of study, the word “学” is used, especially in the sciences. For example: 物理学, 化学, 数学, etc.
- There were schools in China long ago and Ancient Chinese School were divided into different types

**MUSIC**

This term students will inquire into the effects of climate change in the Pacific through the music lens, investigating the guitar making industry and deforestation. They will also work towards a performance about climate change to be presented in front of an audience at the end of term.

**Research and Presentation skills:**

- Organizing information
- Identifying sources
- Critical thinking
- Rhythmic and melodic notation
- Chord I, Chord II minor,
- Chord IV, Chord V Chords VI
- Performance and presentation skills
- Group collaboration
- Reflection and Evaluation

**DRAMA**

This term in Drama we are linking in with the students' inquiry into Climate Change. The students will create a script based on a stimulus that will be presented to an audience. We will focus on Scriptwriting Conventions ie: stage directions and dialogue as well as Presentation skills throughout this unit of work. Through regular reflection, students will better understand their own creative process.

**VISUAL ARTS**

**Art for Change**

This term in Visual Art we are joining in with the class IDU about Climate Change. Students will investigate the Art of Upcycling and why contemporary artists have been inspired to use Mixed Media / Upcycled elements in their artworks. Through students' own investigations they will have the opportunity to teach the rest of the class a technique using the concept of Upcycling. This will take the form of an instructional video that will be added to the Year 7 Educational Resource Pack. We will look at artist like Marcel Duchamp, an original Upcycle Artist and analyse the effectiveness of creating these artworks.

correct one for others to follow?

### Social Science

What were the most important causes behind the Industrial Revolution? Has human behaviour led to our current climate change predicament? How can I change the world?

### Mathematics

How has the level of carbon dioxide emissions affected the Earth's climate over the past 100 years? How is consumerism driving the effects of climate change? Does introducing measures such as carbon tax in developed countries made an impact upon the levels of carbon emissions on a global scale?

### Science

Is climate change real? Will renewable energy sources impact upon the threat of climate change? Can scientific innovation solve the effects of climate change?

### SKILLS

#### Thinking

- Acquisition of skills, comprehension, application, analysis, synthesis, evaluation & dialectical thought

#### Research

- Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data & presenting research findings

#### Self-Management

- Organisation, time management & informed choices

#### Social

- Cooperation, respecting others, accepting responsibility & adopting a variety of group roles

#### Communication

- Listening, speaking, writing, reading, viewing, presenting, non-verbal communication

- Locate and select information from a variety of sources and viewpoints
- Organise, draw, interpret and present data and information coherently and effectively
- Skillfully use appropriate media to communicate ideas

#### Knowledge and Understanding

- Use appropriate terminology and facts confidently and effectively
- Explain and cross-reference (identify links) theories and issues

#### Application and Skills

- Select, use and communicate relevant information
- Reflect on one's own work in a constructive manner
- Produce arguments, decisions and judgments that are supported and well balanced
- Draw conclusions and evaluate ideas

#### Global Perspectives

- Show empathy and sensitivity for global issues in forming and rationalizing opinions
- Relate global issues to their own environment and experience

### ENGLISH

#### Presenting & Viewing

- Planning and creating a documentary

#### Reading

- Exploring reading strategies
- Use inference and deduction to recognise implicit and inferred meanings. Include the strategies on the line, between the lines & beyond the lines; SCORE
- Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.
- Give an informed personal response to a text and provide some textual reference in support.

#### Vocabulary Development

- Use a dictionary and thesaurus effectively to further develop vocabulary.
- Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.

#### Speaking & Listening:

- Explain features of own and others language, showing sensitivity to the impact of varying language for different purposes and situations.
- Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.

### Unit Name: Unit 4

#### Topics: Weather

#### Lesson Objectives:

- Understand the different kinds of weather and be able to express them
- How to discuss the weather
- How to describe a recent occurrence
- How to describe something that has changed

#### Grammar:

- Use of question exclamation marks
- 怎么样? asking how something is

#### Cultural Focus:

- When talking about days and weather in Chinese, the word “天” is usually added

### FRENCH STUDIES

#### UNIT 4 – Hobbies (Les passes-temps)

#### UNIT 5 – Bon appétit!

→ **Contexts:** sports; hobbies; places in town; weekend activities; food and drinks; cafés; meals, numbers 70-100, prices; quantities.

#### → Grammar

The present tense of “faire”

aimer + noun, aimer + verb; aller + au/à la/en

Using verb tables

Phrases in the past tense

du/de la/des

ne...pas de/d'

aller + infinitive

#### → Language learning

Using a bilingual glossary

Learning how to use wisely translating tools and websites

How to ask questions

Improving what you say

Talking about past actions in class

Recording vocabulary

Improving written and oral work

Checking written work

#### → Pronunciation

Comparing the present and the past; “u” and “ou”.

#### → Cultural focus:

Politeness

the Euro currency

Online shops and supermarkets

Ordering food and drinks in a café/restaurant

### PHYSICAL EDUCATION

#### Net/Wall Sports Unit: Weeks 1 -10

- Students will cover the skills and abilities needed to successfully engage in the sports of Volleyball, Table tennis and Badminton.
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- The major focus is on Volleyball, culminating in a Volleyball Gala day to be held in early Term 4.
- Students will engage in officiating and organization of equipment and game play.
- Students will develop and conduct their own Specific warm up routines.