

## **MYP2: Curriculum Document [For Parents]**

### **MYP2 Autumn Term 1 Timetable**

	9:00 – 9:45	9:45 – 10:40		11:00-11:45	11:45-12:30		13:30-14:30	14:30-15:30
MON	Assembly <b>[BR]</b>	Maths <b>[CA]</b>		English <b>[CA]</b>			Spanish <b>[CA]</b>	Science <b>[BR]</b>
TUES	Maths <b>[CA]</b>	Music <b>[MR]</b>		Drama <b>[SS]</b>	Design <b>[ZR]</b>		Science <b>[BR]</b>	
WED	English <b>[CA]</b>	Maths <b>[CA]</b>		TT Rockstars & Nesy* <b>[AL]</b>	Art <b>[SHo]</b>		PE – Field Hockey <b>[BR]</b>	
THUR	English <b>[CA]</b>	Creative Writing <b>[ZR]</b>		Maths <b>[CA]</b>	Ind. & Soc <b>[JS]</b>		Ind. & Soc <b>[JS]</b>	Latin <b>[CA]</b>
FRI	Tutor Time <b>[BR]</b>	English <b>[CA]</b>		Computing <b>[JT]</b>	PSHE <b>[MJ]</b>		Maths <b>[CA]</b>	Outdoor Learning <b>[MJ]</b>

\* TT Rockstars is a maths programme that has a proven track record of boosting children's fluency and recall in multiplication and division.

\* Nesy programs are widely used for whole class phonics, maths, typing, reading instruction and for children who have/ or show some signs of dyslexia, dyscalculia etc.

## Language Acquisition

### Latin

- Recap of nominative and accusative
- Recap of verb endings
- Recap of perfect and imperfect tenses
- Slavery in Ancient Rome
- Predicting the subject from the verb
- Irregular perfect verbs
- Roman beliefs about life and death
- Accusative plural
- Gladiatorial shows
- Dative case

### Spanish

- Recap of talking about ourselves
- Recap of talking about our school
- Describing hair and eyes
- Describing where you live
- Describing your town
- Using 'a', 'some' and 'many'
- Telling the time

## Language and Literature

### Adventures of Sherlock Holmes

- Police in Victorian London
- John Snow's investigation into cholera
- Arthur Conan Doyle and the periodical
- Doctor Watson as narrator
- Holmes meets Watson
- Holmes' deductions
- Analysing metaphors in 'Scandal in Bohemia'
- The King of Bohemia
- Scandals in the Victorian era
- Holmes as a master of disguise
- Holmes as a master of planning
- Irene Adler as Holmes' equal
- Holmes' fallibility and character development
- Why does Holmes refer to Irene Adler as '*the woman*'?
- Linking topic sentences
- Similarities between the introduction of A Scandal in Bohemia and The Red Headed League
- Writing our own Sherlock Holmes introductions
- Jabez Wilson's story
- Holmes' thoughtful, introspective side
- Contrast between upper and lower-class London
- Holmes' manic, energetic side
- Holmes' dual nature
- The bank robbery
- Holmes explains John Clay's plan
- What makes Sherlock Holmes such a good detective
- Victorian Christmas
- How does the introduction of 'Blue Carbuncle' follow the established pattern?
- Deductions about Henry Baker
- How would you describe the relationship between Holmes and Watson?
- Is Holmes infallible?
- How does Holmes investigate who stole the blue carbuncle?
- How does Holmes use psychology to gain information?
- Inferences about James Ryder
- Was Holmes right or wrong to let Ryder go?
- Why was Holmes such a popular character in the Victorian era?
- Why is Holmes still such a popular character today?
- Planning a Sherlock Holmes short story
- Planning a crime for Holmes to solve
- Writing an introduction in the style of Sherlock Holmes
- Writing Holmes investigating the crime
- Writing Holmes planning to catch the criminal
- Writing Holmes summarising the case

## Language & Literature: Creative Writing

### **Rationale for adding Creative Writing to the Curriculum:**

This was a suggestion from a piece of Pupil Voice about the young people in our Secondary school having the opportunity to write at length creatively.

“The International Baccalaureate Middle Years Programme (IB MYP) places a significant emphasis on fostering students’ exploration and manifestation of creativity, particularly through the avenues of creative writing and poetry. These artistic forms of expression not only serve as potent tools for honing language skills but also offer a dynamic platform for students to delve into the depths of their imagination, effectively communicating intricate thoughts and nuanced emotions.”

### **Autumn 1: Poetry**

#### **Inspirational Poets/Authors & Texts utilised:**

1. ‘And Still I Rise’ - Maya Angelou
2. ‘Little Women’ - Louisa May Alcott
3. ‘A Christmas Carol’ – Charles Dickens
4. ‘The Little Match Girl’ – Hans Christen Anderson

#### **You will get to experiment with:**

- Poetry for Social Action
- Found Poetry
- Black Out Poetry

### **Autumn 2: Descriptive Writing**

#### **Inspirational Poets/Authors & Texts utilised:**

1. ‘The Snow Queen’ – Hans Christen Anderson

#### **You will get to experiment with:**

- Story Writing

## Arts: Visual and Performing

### Music

#### **Autumn Term 1 | Ambient Music Project | Goals**

- Exploring compositional and improvisational methods for producing ambient music through listening, demonstration and discussion.
- Learning about the history of ambient music and its notable composers and usages.
- Investigating the evidence-based wellbeing benefits as well as lesser researched areas.
- Producing a long-form piece of ambient music that draws from a variety of composition and production methods, instruments, repurposed found sound and environmental sound.

#### **Autumn Term 2 | Original Christmas Song | Goals**

- Write, produce and record an original Christmas song.

### Drama

The MYP Drama Program approaches theatre through inquiry-based learning. In addition to learning drama skills, techniques and styles, students must make real-world connections and answer a variety of inquiry questions through daily exploration. Some examples include:

- How can we use structure to engage the audience in our performance?
- Does the use of physical theatre techniques in a performance make it more accessible to an audience?
- Can modern-day stories be expressed through ancient theatrical styles?
- How can the skills I use while improvising help me in everyday life?
- How can we use our own identity and personality as inspiration for a character?

**Autumn:** Students learned about how to communicate effectively with the audience through using stage skills like exaggeration, voice, movement, tableau, emotion/ expression and proper stage positioning

### Art

#### **The Natural World**

MYP2 will build on their understanding of the formal elements of art and the colour wheel. They will make specific reference to artists known for their depictions of the Natural World with specific reference to colour blending, choosing appropriate colours and through research and preparatory work which includes their own and various digital depictions of nature.

**Key Concept:** Aesthetics

**Related Concept:** Composition

**Global Context:** Personal and Cultural Expression and Exploration and Study of Nature

**Statement of Inquiry:** Balanced Compositions are created with an understanding of aesthetics

## Physical & Health Education

### **Hockey**

- To be able to dribble with a hockey ball.
- To be able to push pass and stop the ball.
- To be able to strike, slap and shoot.
- To be able to block and jab tackle.
- To be able to learn strategies as a team.

**Assessment Format:** Skills challenge to demonstrate techniques learnt.

**Literacy:** Communication - speaking and listening

**Numeracy:** Geometry - angles

**Internationalism/British values:** Respect & Tolerance

## PSHE

Health & Wellbeing

**Drugs & alcohol:** Alcohol and drug misuse and pressures relating to drug use

**Living in the Wider World**

**Digital Literacy:** Online safety, digital literacy, media reliability, and gambling hooks

## Design

### Design: Product & Digital Design

- Ergonomics and Anthropometrics
- Designing Ergonomically
- Internet Of Things
- User Centred Design
- Product Analysis
- Ideation
- Initial Sketches
- Final Drawing
- Prototyping Foam
- App Wire Framing
- App Prototyping

### Computing: Digital Design

#### **1. Online Safety**

#### **2. Vector Graphics**

#### **3. Get Into shape and Working with Multiple Objects.**

- Use tools to draw and modify shapes
- Change the position and rotation shapes
- Explain how z-order determines what is visible
- Use tools to align and distribute objects to create uniformity
- Explain how grouping can be used to work with several objects at once
- Combine two shapes using union, intersection, and difference

## Sciences

### **Autumn 1**

#### **Biology (Ecology)**

- Different ecosystems
- Energy transfer between organisms and how this is represented
- Theory of interdependence
- Decomposition and decay conditions
- Adaptation and competition between organisms
- Charles Darwin's Theory of Evolution
- The impacts of human on living things
- Classification of organisms
- Importance of biodiversity and how to maintain it
- Measuring biodiversity

### **Autumn 2**

#### **Physics (Waves)**

- Properties of Waves
- Sound Waves
- Wave Speed
- Detecting Sound
- Wave diagrams and Reflection
- Transmission and Absorption
- Refraction
- Investigating Refraction
- The Eye
- Colour
- The Electromagnetic Spectrum



## Maths

### Key Knowledge Organisers:

1. Ratio & Scale
2. Representing Data
3. Data Handling
4. Measures of Location

#### **Statistics**

- Collecting and sorting data
- Frequency charts
- Grouping continuous data
- Stem and leaf diagrams
- Bar charts
- Line graphs
- Pie chart
- Pictograms
- Scatter diagrams
- Interpreting data
- Mean, median, mode and range
- Frequency tables

#### **Ratio**

- Equivalent ratios and simplifying
- Solving ratio problems
- Drawing to scale and using map scales
- Direct proportion
- Inverse proportion
- Direct and inverse proportion graphs

## Outdoor learning: Cross Curricular - Sciences // Physical Education // Geography

### **Rationale for Outdoor Learning in the Curriculum:**

**Smarter** – Outdoor learning encourages learners to understand the interplay and relationship between curriculum areas. This awareness promotes lifelong learning and develops critical thinking skills.

**Healthier** – Learning outdoors can lead to lifelong recreation. Activities such as walking and cycling which are ideal for physical and emotional wellbeing. As

**Safer and stronger** – Outdoor learning activities span social divisions and can help build stronger communities. Some organisations have therapeutic programmes where outdoor learning plays a central role. Children and young people have opportunities to develop skills to assess and manage risk when making decisions.

**Greener** – Frequent and regular outdoor learning encourages children and young people to engage with the natural and built heritage. Bristol's countryside and urban areas provide ideal settings for children and young people to understand the global significance of sustainability issues and inform personal decisions that contribute towards a greener Scotland.

**Wealthier and fairer** – The outdoors provides excellent opportunities to use a wide range of skills and abilities not always visible in the classroom. Becoming aware of such skills can fundamentally change personal, peer and staff perceptions and lead to profound changes in life expectations and success.

### **AUTUMN 1**

#### **Foundations of Outdoor Learning and Environmental Awareness**

Understanding the importance of outdoor learning and nature connection.  
Observational skills through nature journaling and exploration.

Basic outdoor safety and awareness.

### **AUTUMN 2**

#### **Orienteering, Mapping, and Navigation**

Developing navigation and map-reading skills.  
Understanding local geography and landforms.

## Individuals & Societies

### **UNIT 1: (Geography) How does exploration affect global interactions?**

Human nature and exploration, researching famous explorers, including Columbus, Cabot, Livingstone, Shackleton, Armstrong, the relationship between exploration and exploitation, Conquistadors and Columbian exchange, British involvement in the transatlantic trade, abolition of slavery, Windrush generation, Space exploration, Moon and Voyager, Pale Blue Dot, Carl Sagan, motivation for exploration today.

**Project:** Plan an expedition: Research, write and deliver a paper on motivation and consequences of exploration using an example, either past, present or future.

**Assessment format:** Written paper, or may be delivered verbally on video

**Literacy:** Research and written work

**Numeracy:** Statistics

**International/British values:** British role in international trade from the 16th century

### **UNIT 2: (History) What was life like in the Middle Ages?**

**Content:**

What do we mean by Middle Ages/Medieval? feudalism, crime and punishment, belief, health, diet, climate and climate change, mini ice age, golden age of Islam, Islamic Spain, algebra, art and literature, Anglo Saxon Chronicles

**Project:**

Write a letter describing your life as a medieval character, your occupations and circle of friends. Students will analyse each other's work as a primary source and assess.

**Assessment format:**

Written task (with option to create a video diary instead)

**Literacy:**

Medieval literature, written tasks

**Numeracy**

Islamic/Greek maths, eg algebra

**International/British values**

Development of laws and justice