

| Subject | Year | Term | | | | | | | | | | | | | | | | | | |
|---|---|------|---------|------------|--------|---------------|---------|------------|-------------|-----------|---------|------------|-------------|------------|----------|----------|--------|--------|--------|-------|
| SCIENCE | 7 | 3 | | | | | | | | | | | | | | | | | | |
| Topic | | | | | | | | | | | | | | | | | | | | |
| Biology – Reproduction, Chemistry – The Earth, Physics – Waves | | | | | | | | | | | | | | | | | | | | |
| Content (Intent) | | | | | | | | | | | | | | | | | | | | |
| <p>Prior Learning (Topic) Structure and Function, Elements and Compounds and Forces</p> <p>Students will have a basic KNOWLEDGE on the structure of cells and how specialised cells developed and furthermore how animal and plant cells are fertilised. Students will also be able to recall the structure of the Earth and types and formation of rocks within the Earth’s structure</p> <p>Students will have a good UNDERSTANDING of the property of light and sound as waves.</p> <p>Students will have the SKILLS to draw conclusions from observations of how the Earths structure and rock types are formed and on the properties of waves, specifically light and sound.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Future Learning (Topic) Health and Lifestyle, Periodic Table and Reactions, Space</p> | | | | | | | | | | | | | | | | | | | | |
| What Knowledge and Skills will be taught (Implementation) | How will your understanding be assessed & recorded (Impact) | | | | | | | | | | | | | | | | | | | |
| <p>Biology - There will be a sequence of lessons of human and plant reproduction.</p> <p>Practical Skills – Listing observed characteristics of plants and their reproductive systems.</p> <p>Maths Skills – Identifying continuous and discontinuous data.</p> | <p>Formative Feedback Task (End of topic tests)</p> <p>Pupils given formative feedback only on the topics of Biology – Human and Plant reproduction Chemistry –Earths structure and resources Physics - Waves</p> | | | | | | | | | | | | | | | | | | | |
| <p>Chemistry - There will be a sequence of lessons on the Earths structure, types of rocks, the rock cycle and ceramics, polymer and composites.</p> <p>Physics – There will be a sequence of lessons on sound and the properties of a sound wave, the ear’s structure, the eye, reflection, refraction and colour.</p> <p>Practical Skills – observations of rock types and observing the properties of refraction and reflection.</p> | <p>Assessment 2 (June) topics covering</p> <p>Summative assessment including:</p> <ul style="list-style-type: none"> • Enquiry Process • Structure and Function of Organisms • Elements, Atoms and Compounds • Forces | | | | | | | | | | | | | | | | | | | |
| | <p>All topics listed will also need to be recalled in:</p> <p>Year 8 Assessment 1 and 2</p> <p>Year 9 Assessment 1 and 2.</p> <p>Pupils given a percentage, formative feedback</p> | | | | | | | | | | | | | | | | | | | |
| How can parents help at home? | | | | | | | | | | | | | | | | | | | | |
| <p>Ensure all class work is completed and homework submitted on time.</p> <p>Assist in ensuring the active use of the EDUCAKE online learning platform where each pupil is given a personal log on from their teachers.</p> <p>Encourage pupils to revise for tests and exams and to create revision resources such as flash cards and posters.</p> <p>Ensure all pupils have all their resources required for science lessons, including knowledge organisers, exercise books, pens and calculators</p> | | | | | | | | | | | | | | | | | | | | |
| Helpful further reading/discussion (including Reading and Vocabulary Lists) | | | | | | | | | | | | | | | | | | | | |
| <p>Reading</p> <p>Use the Educake online learning platform www.educake.co.uk/</p> <p>Use BBC bitesize https://www.bbc.com/bitesize/levels/z4kw2hv</p> <p>Use and review the Knowledge Organisers used in class.</p> | <p>Vocabulary Lists</p> <table style="width: 100%; border: none;"> <tr> <td>Gametes</td> <td>Continuous</td> </tr> <tr> <td>Foetus</td> <td>Discontinuous</td> </tr> <tr> <td>Genetic</td> <td>Refraction</td> </tr> <tr> <td>Sedimentary</td> <td>Amplitude</td> </tr> <tr> <td>Igneous</td> <td>Wavelength</td> </tr> <tr> <td>Metamorphic</td> <td>Composites</td> </tr> <tr> <td>Ceramics</td> <td>Polymers</td> </tr> <tr> <td>Carpel</td> <td>Anther</td> </tr> <tr> <td>Cervix</td> <td>Ovary</td> </tr> </table> | | Gametes | Continuous | Foetus | Discontinuous | Genetic | Refraction | Sedimentary | Amplitude | Igneous | Wavelength | Metamorphic | Composites | Ceramics | Polymers | Carpel | Anther | Cervix | Ovary |
| Gametes | Continuous | | | | | | | | | | | | | | | | | | | |
| Foetus | Discontinuous | | | | | | | | | | | | | | | | | | | |
| Genetic | Refraction | | | | | | | | | | | | | | | | | | | |
| Sedimentary | Amplitude | | | | | | | | | | | | | | | | | | | |
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