

Curriculum Guide

Year 7 Autumn Term

Art

Overview:

The practical focus in Art & Design during year 7 will be on improving and developing basic drawing and painting skills and focus on the theme of **BRITISHNESS – “TO CELEBRATE AND BE INCLUSIVE OF ALL.”** During the first half term in Art & Design Year 7 pupils will complete a baseline assessment task that includes an observational drawing task, knowledge of colour task and analysis of the work of artists.

Literacy:

Will be incorporated in artist research and analysis and introducing pupils to specific art vocabulary when using materials, techniques and processes.

SMSC:

The focus will be on **SPIRITUAL & MORAL** aspects of SMSC agenda and this will be delivered through the theme of BRITISHNESS.

SEN support:

Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Art club is available weekly with the class teacher and high achieving pupils will be identified from the baseline assessment tasks.

Assessment:

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and working at grades.

Homework:

Art & Design homework may include : collecting objects to draw, artist research and drawing tasks to be completed in their sketchbook that will be provided by school.

Design & Technology

Overview:

Pupils will follow a wide ranging Curriculum in Design and Technology during year 7 which operates on a carousel system. They will explore the design process through various disciplines within the subject area.

In Food Students will have an introduction to the food room and its facilities. They will be taught how to use different pieces of equipment safely as well as using the different parts of the cooker. We will apply the principles of the 'Eat well Plate' and the 5 a day campaign.

Design Technology (Product Design)

Pupils analyse existing products and design and make a desk tidy for a client, from different types of wood. They are introduced to different machines, hand tools and processes used for this material.

Design Technology (Electronics)

Pupils make a warning sign that introduces them to basic circuits, electronics equipment and the process of soldering together a working circuit. It also introduces them to plastics and methods of finishing and shaping the material.

Food Technology

- Use of the cooker
- Different cooking methods
- Eat well plate and 5 a day campaign
- Seasonal implications
- Weighing and measuring
- Function and nutritional value of ingredients
- Design and Make Task – linked to the data and Sainsbury's 1 Star Chef Award Scheme

All recipes will link to the theory work to demonstrate the key issues of the lesson before. The focus will be on fruit and vegetable rich dishes.

Literacy:

Opportunity for written tasks, reading of instructions (the putting into practise), listening skills in demonstrations and group work. Pupils will also develop their speaking skills in small groups and to the whole class.

SMSC:

This is strength of the subject as we carry out a wide range of group work. Pupils are aware of the needs of others. Recipes are adapted to consider implication of cost, season and cultural backgrounds.

SEN support:

Is provided to meet individual needs.

Stretch and Challenge:

Extension tasks are available across the schemes and pupils can adapt recipes to show higher level skills and design and make more complex products.

Assessment: In Food each practical is assessed individually, design and written work is marked regularly. An assessment passport gives clear feedback on points of strength and targets for improvement.

Homework:

This varies and includes written and design tasks, research tasks as well as preparing ingredients for the practical lessons in the food element of the course.

Drama

Overview:

At the start of Year 7, students will be introduced to Drama through in role work so that students learn the basics of exploring the world around them by exploring the lives and situations of others. The Year 7 curriculum encourages learners to identify dramatic potential in the work, seek answers to questions and explore the work through drama strategies. As a result, learners progress in their ability to communicate effectively in a group, negotiate ideas and perform with confidence and skill.

Subject content:

Autumn term 1: Unit 1 – Introduction to role: Lady Mary & Mr Fox

This introduces learners to using the basic drama conventions and techniques that they will need to form the basis of their drama experience. The scheme is based on the Gothic tale of Mr Fox. It uses the structure of the tale to guide learners through a shared creation of their own dramatic version of it. Pupils will be using a range of strategies that will enable them to explore and respond to different situations, convey action, atmosphere and tension.

Autumn term 2: Unit 2 – Silent Movies

The aim of the scheme is to introduce learners to the basic skills of group work and negotiation as well as the basic subject specific skills learners need to be able to use.

The scheme also aims to provide all learners with a working knowledge and understanding of Slapstick comedy and Silent Film – the conventions that are characteristic of the genre and its connections to contemporary media. It's a fun start to their drama experience yet develops the basic skills they need to succeed in the subject.

Literacy:

Throughout the first term in Drama learners are introduced to these key terms and are expected to use them when discussing their own and their peers' work. Learners will be encouraged to evaluate drama work and are provided with sentence stems to learn the skill of feeding back constructively.

SMSC:

Unit 1 explores the dilemma of Lady Mary as she discovers that the Mr Fox is not a moral character. Through drama learners will explore the different ways that Lady Mary could respond to the situation and what the right thing to do is.

Throughout the term, learners are working collaboratively to develop their skills of negotiation **which prompt s them to be sensitive to the needs of others, support and guide.**

Stretch and Challenge:

Learners are challenged according to the knowledge, understanding and skills they demonstrate in lessons. Individual challenge is set for students through differentiated tasks and grouping. Individual challenge cards are often set to enable learners to improve.

Assessment:

Students are assessed through group work, performances, practical activities, written work and homework

Homework:

Homework is set once every two weeks in Drama. Learners are to evaluate their drama work and this is improved on over the course of the units.

English

Overview:

Students will begin their learning journey in English by reading a published drama script. In half term 2 they will engage with a range of non-fiction texts taken from the theme of 'Survival'. Skills developed, and assessment styles, will prepare students for current GCSE requirements.

Subject content:

Half term 1 – Introduction to Drama & essay writing skills

Studying a drama script eg 'Our Day out'

Formative assessment: WRITING extract based analysis response

Summative assessment: WRITING extract based character question requiring whole play knowledge

Half term 2 – Survival (Non-fiction reading & writing)

Studying a range of Non-fiction texts inc 19th century

Formative assessment: WRITING GCSE style analysis of non-fiction text/s

Summative assessment: WRITING GCSE style analysis of non-fiction text/s

Literacy:

Across year 7, students build on their literacy skills from Key Stage 2 through exploration of a range of texts and genres. They are also coached in writing skills and are given the opportunity to write for a full range of purposes, for different audiences and in different forms. The assessment of reading and writing alternates throughout the year for all KS3 groups. Speaking and listening skills are intrinsic to the schemes of learning and activities take place throughout the year; the value of verbal communication is at the forefront of all lessons.

SMSC:

Throughout both schemes of learning in this term, students will engage with social and emotional issues which arise from discussion of themes and characters in the texts we study. In addition to the content of the texts, collaboration and team work is intrinsic to all schemes of learning in English.

SEN support:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes. In addition, resources within schemes of learning are further differentiated to match the needs of individuals.

The English team also work closely with Learner Support to ensure that second adults are deployed in order to be highly effective and provide the necessary support in a meaningful and structured manner.

Stretch and Challenge:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes and to provide stretch and challenge for all students. In addition, exemplar materials provide students with a model which is suitably aspirational.

Assessment:

Students' progress will be formally assessed at the end of each half term but this will be the summation of the continuous assessment in students' exercise books where targets are reviewed and updated regularly. As part of their work in exercise books, students will produce one formative assessment (as outlined above) for which they will receive detailed feedback in preparation for their summative assessment task. Summative assessment tasks are produced under controlled conditions and the levels awarded contribute to the year's overall Teacher Assessment.

Homework:

English department policy is that homework should evolve from and support or extend work in class. Tasks may be research, reading or writing based.

Geography

Overview: In the first term we build up Geographical skills and knowledge.

Students complete a baseline assessment to find out what areas and concepts have been studied. The first term is very much a foundation to make sure that students have the skills to understand the world and make sense of maps and images of various locations at a variety of scales from local to global.

Subject content:

Our Place – is an introduction to Geography – students find out what Geography is; how to describe and compare places; sketch and annotate pictures; carry out a simple investigation about which primary schools the class came from; continents and oceans; how to use latitude and longitude and introduce them to the idea of globalisation. This is then assessed on an investigation of environmental quality around the school grounds.

Survivor – Map skills are taught in the context of being ship-wrecked on a remote Scottish island. Students have to use 4 and 6 figure grid references to locate places, scale has to be understood as they explore the island and contours used when they find the best place to camp. They also think about the water cycle and simple food chains as they find safe drinking water and things to eat.

Students will also use OS maps of the Warrington and Coniston area.

Literacy: describing places, posing relevant questions and comparing places using a range of connectives.

Numeracy: students will use tallies, draw bar graphs to show positive and negative values, pictograms are used to show scores for sites on a plan of the school.

SMSC: Students look at the impact of globalisation on the objects in the classroom and at home, the food we eat, and how much more we know about places because of media and technology

SEN support: Teachers are aware of individual needs and will prepare resources to reflect this.

Stretch and Challenge: Students are given the opportunity to evaluate their investigation and suggest improvements in order to stretch more able students. Tasks are set up so students can answer them from a simple to more complex level. A simple task like making up questions about a photograph will indicate the depth of understanding.

Assessment: Students are assessed on “Our Place” when they complete a simple fieldwork investigation around the school grounds, coming up with the factors they will assess the sites on, completing their results on a bipolar diagram, displaying their results as graphs and on plans of the school and describing and explaining their results.

Students are assessed on the “Survivor” unit when they use their map skills to design an island and describe the route to find the buried treasure.

Homework: This is set regularly and may take the form of asking questions, carrying out research, drawing graphs or finding out where items at home have been made, or completing a literacy page to show understanding of the new key words.

History

Overview:

History at Great Sankey will begin with a World Study involving an investigation into the Roman Empire. This culminates in the Roman invasion of Britain and the impact of the Romans on British society and culture. The theme of invasion will continue with Anglo-Saxon and Viking invasions of Britain, before the Battle of Hastings heralds the beginning of Norman rule in England.

Subject content:

The Roman Empire unit will involve an investigation into its origins as well as the nature of life in Rome and methods of keeping control in the Empire.

The Roman, Anglo-Saxon and Viking invasions of Britain will focus on causes, events and impact, including the legends of King Arthur and Beowulf.

Literacy:

Literacy skills are addressed from the start of the year in history lessons, with connectives being a key focus for development in addition to continuous work on spelling, punctuation and grammar. Literacy title pages are completed for each unit, addressing key words and definitions. Teacher and peer assessment is used to improve literacy skills.

SMSC:

The Autumn Year 7 history course provides many opportunities for SMSC development. Lessons will encourage learners to develop relationships by working collaboratively and having opportunities for class discussion. There will be detailed investigations into Roman and British societies and cultures, as well as enquiries into religious development in both countries.

SEN support:

The SEN department at Great Sankey is incredibly skilled and well resourced: the history department works closely with support staff to ensure that effective strategies and materials are used to support learner development.

Stretch and Challenge:

The history department schemes of learning clearly identify opportunities in every lesson for learners to be stretched and challenged, whether this is through further evaluation of an issue or an enhanced element of problem solving. The learning journeys for five key performance indicators (KPIs) also reflect the expectations that students of different abilities

Assessment:

There will be an assessment based on a judgement question in Autumn 1, assessing students' ability to describe, explain and evaluate. Knowledge tests will also be used to judge progress as well as formative judgement questions. Source skills will be practiced frequently, particularly in the area of inference and reliability.

Homework:

The History department sets homework in line with the school homework policy. Homeworks are intended to be pieces which will take understanding acquired in the classroom further, encouraging students to develop a deeper awareness of the issues involved. Creativity is also a key element of many homeworks, particularly project-based work.

ICT and Computing**Overview:**

Students will develop their skill set using a variety of pieces of software to ensure they are all competent users of ICT. They will also increase their theory knowledge on ICT and Computing topics through a range of experiences inside and outside of the classroom.

Subject content:

Software

Desk Top Publishing

Presentation

Database

Spreadsheet

Theory

e-Safety

Data collection and use

Spreadsheet models and their uses

Literacy:

Keywords and definitions are recorded by all students to show they know and understand the keywords for each topic

SMSC:

(S)The Internet, e-Safety and its dangers

(M)Databases – is it right that companies have so much data about you?

SEN support:

‘Scaffolding’ is used within lessons

Help sheets are available to guide students on how to access the required tools within a piece of software

Stretch and Challenge:

All students are taught the essential tools within a piece of software but to achieve higher levels they are required to independently find how to use the more complex ones

Students might be asked to research a certain topic in more detail to allow them to access higher levels

Students are asked to evaluate their work and justify why they have used certain tools or techniques

Assessment:

Effective self-assessment and peer-assessment is a skill our students develop. This is done against a set criteria allowing students to assess their work and allows them to set targets to help them improve.

Verbal feedback is given every lesson to ensure students are progressing.

Every student is given an assessment level at the end of a unit of work. This can help a student to see how they are progressing.

Homework:

Homework's are set based on the software and/or topics they are studying at the time. These homework tasks can help to broaden a student's knowledge of a topic.

Mathematics

Overview:

The syllabus is broken down into 2 / 3 week units based on the KS3 National Curriculum.

We set in ability groups based on KS2 performance and teacher assessment.

All the sets cover broadly the same elements of the syllabus, appropriate to their level of ability.

Subject content:

Cross Curricular project – Handling data and measures

Number 1 – calculations – both written and mental

Algebra 1 – Sequences

Number 2 – Types of number

Shape 1 – Angles, constructions and 2D shapes

Cross curricular project - STEM activity

Literacy:

Starter and plenary activities are designed to make sure learners use mathematical vocabulary correctly and develop communication skills.

SMSC:

The learning atmosphere in the classroom promotes mutual respect and a co-operative team building ethos. The resources used are multicultural and show the diverse backgrounds of both famous mathematicians and the techniques we use. Where relevant the topics are related to real life situations.

SEN support:

Our lower ability sets are supported by TAs as well as our departmental assistant.

Stretch and Challenge:

All sets are given extension examples to challenge the most able. We enter our most able students for the UK Mathematics Challenge as well as holding our own events for the gifted and talented. We also use a variety of web sites to enrich the mathematical experience for our learners.

Assessment:

We use homework and Assessment Passports to assess our learners on a week to week basis as well as a formal assessment at the end of the term.

Homework:

This is set and marked in line with school guidelines.

Modern Foreign Languages

Overview:

In the MFL department we aim to introduce and develop students' ability to use a foreign language effectively for purposes of practical communication. The languages courses offer an insight into the culture and civilisation of the countries where the language is spoken and encourage positive attitudes to foreign languages learning. In so doing, students' understanding of themselves and their own culture is enhanced, creating an awareness of the nature of language and language learning.

In Year 7 students study one language - French, German or Spanish. Wherever possible students will be exposed to authentic materials and situations in the four skill areas of speaking, listening, reading

and writing. In the speaking component, students are required to fulfill a variety of tasks ranging from role-plays in everyday situations to eliciting information, responding to questions and to holding conversations on prescribed topics.

In the listening component, students work from a variety of materials including audio material and video extracts. They are expected to understand specific details of what they hear and extract relevant specific information.

In the reading component, students are expected to understand instructions, signs and notices on public display and to extract information from a wide variety of materials.

Subject content:

In Year 7, we use the following courses as a basis for study:

French – Expo1

German – Echo 1

Spanish - ¡Mira! Express 1

Module 1

- Greetings
- Ages and birthdays
- Numbers
- Alphabet
- Colours
- In the classroom

Module 2

- Family
- Pets
- Description of hair and eyes
- Physical descriptions

Literacy:

There is a strong focus on grammar and vocabulary learning and acquisition. Students are encouraged to write accurately and to understand and use grammatical terms. They will be expected to spot mistakes and make corrections. They will also learn vocabulary on a regular basis, including the spellings.

Students should access the Memrise vocabulary learning site (www.memrise.com). This encourages vocabulary learning and accurate spelling. Individual teachers will create their own courses for students to complete.

This year, Year 7 are also participating in the national MFL 'Spelling Bee'. The two Year 7 champions will represent GSHS in the north-west regional finals in Manchester (practise spellings at www.vocabexpress.com)

SMSC:

By their very nature languages encourage students to develop their communication and social skills, express opinions and points of view and consider cultural differences. The school topic studied this term allows students to consider the differences between schools in the target language country and British schools.

We also use authentic materials and aim to develop a wider cultural awareness of countries across the world where French, German and Spanish are spoken.

At Christmas, students will take part in a programme of specific activities looking at different traditions and how people celebrate in French, German and Spanish-speaking countries.

Students regularly work in pairs and groups, and conduct whole class surveys.

There is an extra-curricular MFL club (Tuesdays 2.30 – 3.30) which is run by the Foreign Language Assistants.

The assistants also work with groups of children or on a one-to-one basis, giving students an authentic context for their learning, as well as a real insight into the target language country.

SEN support:

Materials are differentiated to meet the needs of all students.

TA support will be provided in some lessons for individuals as required

Stretch and Challenge:

A KS3 logbook encourages students to read for pleasure and to conduct their own research and to develop a thirst for knowledge.

Challenge cards are also used

MFL 'Spelling Bee'

Assessment:

The department operates a policy of continuous assessment with students' targets reviewed and updated regularly. Self and peer assessment opportunities are provided on an on-going basis in lessons

Progress tests take place at the end of each half term.

Progress test 1 (Autumn 1)

- Write a description of what you have in your school bag and pencil case

Progress test 2 (Autumn 2)

- Listening and reading (Family/personal descriptions)

Homework:

Year 7 pupils should receive around 1 hour (max 1 ½ hours) homework every two weeks.

We recognise that pupils enjoy doing different types of activities, and we aim to address all learning styles, whilst still meeting the demands of the National Curriculum Programmes of Study.

Typical homework tasks will include

- Drawing and labelling
- Title pages / posters
- Gap-fill activities
- Short reading or writing tasks (eg. true / false; find the French/German/Spanish; reading for comprehension; writing simple sentences or short passages)
- Word searches / crosswords
- Draw graphs to show the results of surveys
- Vocabulary learning (10 – 15 words)

PE

Overview:

Physical Education lessons aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lifestyles

Subject content:

All year 7's complete a base lining activity to determine their sets and target grades for PE. After that activities are followed on a rotational basis, each block of work lasting 6 weeks (12 lessons).

Activities include:

Boys - Rugby, ABCs (core skills), creative movement, gymnastics, OAA, and badminton.

Girls - Invasion games (football, rugby and handball), ABCs (core skills), creative movement, gymnastics, OAA, and badminton.

Literacy: Focus on key words and sports specific terminology.

SMSC: Fair play, sportsmanship and respect are promoted in all lessons.

SEN support: Groups are setted by ability. TA's actively support lessons.

Stretch and Challenge: Groups are setted by ability allowing the more able to be extended. The department also offers an extensive extracurricular programme including competitive sports teams.

Assessment: Continual teacher assessment, formal assessment at the end of the block of work. Learners are also given the opportunity to carry out self-assessments.

Music

Overview:

This is an introductory term, involving learning about rhythm and pitch as a foundation to KS3 Music.

Subject content:

Students begin their study of music by learning about rhythm. They learn how to read common rhythmic notation, and practise writing out rhythms by ear. This helps to introduce students to basic skills which they will build on throughout the following three years.

In the second half term, students are introduced to the concept of pitch, and develop their understanding of notation by learning about the staff. They use this to write out simple melodies by ear, and are also introduced to the notes on a keyboard. Students use their understanding to perform a Christmas song on the keyboard.

Literacy:

Students use literacy skills when using related vocabulary, following learning resources and completing their written assessment.

SMSC:

Students use social skills when working with partners to complete musical exercises and tasks.

Cultural links are present when learning about popular tunes during pitch lessons.

SEN support:

- Simplified musical exercises
- Using alternative phrases in place of advanced terms
- Extra support from staff

Stretch and Challenge:

- Harder musical exercises
- Extension tasks
- Advanced forms of notation

Assessment:

Assessment is carried out at the end of each unit using a written exam, which also involves elements of listening.

Homework:

Students complete online tasks on Moodle, focusing on identifying elements of notation and listening.

PSHE

Developing self esteem & self respect

Subject content:

'This is me' – to develop self-awareness and positive image.

Developing positive relationships and respect for difference and diversity

Exploring relationships and friendships

What does home mean and exploring stereotypes of young people

Literacy:

Speaking and listening. Reading/interpretation

SMSC:

Students will explore their beliefs and experiences, feelings and values, enjoy learning about oneself, others and the surrounding world and will reflect.

SEN support:

Form tutors will be aware of the different needs of their students in their form and will have various strategies in place for this. All lessons have a detailed lesson plan in order to help the tutors prepare lessons that will meet the needs of all students.

Stretch and Challenge:

Within the SoL there are various resources and extension tasks aimed at the higher achievers.

Assessment:

Throughout the year PSHE is assessed by the teacher during lesson time. Self and peer assessment take place also.

Religious Studies

Overview:

As students are coming from a variety of primary schools where the RS that they do varies, this term is to ensure that all students have a basic understanding of the six major world religions.

Subject content:

Students will learn about the beginnings, beliefs, practices, festivals and holy books of each Christianity, Islam, Sikhism, Hinduism, Judaism and Buddhism. They will also look at the impact that these have on the lives of the believers.

At certain points students will look into certain areas in more depth, this will depend on the teacher that they have but some are examples are;

Christianity-students look at parables and how they influence people's behaviour. They may produce a modern day Good Samaritan.

Islam-students carry go on Hajj, they learn about the symbolism and importance of one of the five pillars by acting out the pilgrimage and follow it up with a written piece.

Judaism- students will learn about the story of Passover through the Seder meal

Literacy: reading, poetry, writing, speaking and listening, key terms, presentations

SMSC: Students are encouraged to understand the beliefs and actions of those around them whilst reflecting on their own beliefs and what they value.

SEN support: Lessons are planned with every student in mind and resources are differentiated.

Stretch and Challenge: Higher ability students are positioned in groups to take on a coaching role with other students. 'Challenge' questions are set during lessons. Work is differentiated to stretch the more able.

Assessment: Students have the opportunity to take ownership of their own work through peer and self assessment. Books are marked on a regular basis with feedback given on how to make continued progress as well as opportunity to apply that feedback to their previous work. An end of unit test will take place.

Homework: Homework will be set every other lesson and could be a research. Examples of homework's set are:

- Create an acrostic poem using information you have learnt about Christianity
- Write a diary entry of someone who is on Hajj
- Create a rangoli pattern
- Create an information leaflet on one of the six world religions

Science

Overview:

In year 7 students will study modules in Biology, Chemistry and Physics in rotation

BIOLOGY	CHEMISTRY	PHYSICS
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<p>Cells</p> <ul style="list-style-type: none"> • Cells as building blocks for organisms • Different cells including animal cells, plant cells and specialised cells <p>Structure and function of body systems</p> <ul style="list-style-type: none"> • Tissues, organs, organ systems and organisms • Gas exchange and breathing • Skeletal system and movement <p>Reproduction</p> <ul style="list-style-type: none"> • Reproduction in animals and plants • Development of the foetus 	<p>Particles and their Behaviour</p> <ul style="list-style-type: none"> • The particle model • States of matter and changes of state • Diffusion • Gas Pressure <p>Elements, Atoms and Compounds</p> <ul style="list-style-type: none"> • Atoms as chemical building blocks • The difference between elements and compounds • Chemical formulae <p>Chemical Reactions</p> <ul style="list-style-type: none"> • Representing reactions using word equations • Combustion and thermal decomposition, exothermic and endothermic reactions • Conservation of mass <p>Acids and Alkalis</p> <ul style="list-style-type: none"> • Indicators and pH • Neutralisation and making salts 	<p>Forces</p> <ul style="list-style-type: none"> • Effects of forces • Contact and non-contact forces • Balanced and unbalanced forces <p>Sound</p> <ul style="list-style-type: none"> • Introduction to waves • Loudness and pitch • Echoes and ultrasound <p>Light</p> <ul style="list-style-type: none"> • Wave properties of light • Reflection, refraction and colour • The eye and the camera <p>Space</p> <ul style="list-style-type: none"> • The Earth and the moon • The Solar System • The structure of the Universe
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In addition, students in year 7 will study the skills required for Working Scientifically. These skills are embedded into each unit and in addition, there will be one standalone lesson each half-term which will focus upon one of the key areas:

- Working safely and rules of the laboratory
- Asking Scientific questions
- Planning Investigations
- Recording Data
- Analysing Data
- Evaluating Data

Literacy:

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- How to write reports into scientific investigations including planning, analysing and evaluating skills
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

SMSC:

Students will explore how science impacts our everyday lives. They will explore the ethics around subjects such as IVF, Genetic engineering, Energy resources and space exploration.

SEN support:

All units include differentiated materials in order to meet the needs of all students.

Stretch and Challenge:

Each unit contains standalone activities designed to extend the knowledge and understanding of those students who have demonstrated a secure understanding of the curriculum.

STEM club and Science club run to further engage those students with a passion for Science, Technology, Engineering and Maths

Assessment:

Students are assessed during in each topic to check understanding of the curriculum. Students will also sit three tests throughout the year, one each in Biology, Chemistry and Physics.

Homework:

Students should be set 1 to 1½ hours of homework per fortnight. Homework can take a number of formats, including:

- Online tests using the kerboodle website
- Research tasks
- Worksheets around the topics covered
- Title pages / definitions of scientific vocabulary