

Year 7

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	To engender a desire and passion to learn and be Inspired in STEM subjects, experiencing STEM outside the class - applying learning in unfamiliar situations.					
Subject Intent	“To develop a love of science in all and a thirst for knowledge of the world around them.”					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Cells</i>	<i>Cells/ Movement</i>	<i>Movement/ interdependence</i>	<i>Interdependence/ plant reproduction</i>	<i>Plant reproduction/ Human reproduction</i>	<i>Human reproduction</i>
Key Content	Describing animal and plant cells Understanding adaptations of cells Exploring cells Understanding unicellular organisms	Understanding organisation of organisms Exploring the human skeleton Understanding the role of joints and muscles Examining interacting muscles	Exploring problems with the skeletal system Understanding food webs Understanding the effects of toxins in the environment Exploring ecological balance	Exploring the importance of insects Exploring flowering plants Understanding how seeds are dispersed	Understanding how fruits disperse seeds Understanding the female reproductive system and fertility Understanding the male reproductive system and fertilisation	Learning how a foetus develops Understanding factors affecting a developing foetus Communicating ideas about smoking in pregnancy
Intent						
How does this link to your intent?	How do living things interact with their environment	How do living things interact with their environment	How do living things interact with their environment	How does life continue to Flourish on this planet	How does life continue to Flourish on this planet	How does life continue to Flourish on this planet

Sequencing						
Why this and why now?	Understanding the building blocks of life.	How these building blocks are organised into organ/organ systems	How organisms interact with their environments	How organisms interact with their environments	How do organisms interact with each other to ensure life continues.	How do organisms interact with each other to ensure life continues.
National Curriculum Audit						
Cells & organisation	✓	✓				
Skeletal & Muscular Systems		✓	✓			
Nutrition & Digestion						
Gas exchange						
Reproduction				✓	✓	✓
Health		✓				✓
Photosynthesis						
Cellular Respiration						
Ecosystems			✓	✓		
Genetics & Evolution						
Key concepts / Vocabulary						
12 or less	• •	• •	• •	• •	• Adaptatio • Biodiversity	• •

	• • • • • •	• • • • • •	• • • • • •	• • • • • •	• Biomass • Consumer • Producer • Ecosystem • Food chain • Food web • Habitat	• • • • • •
Learning Outside the Classroom / Cultural Capital						
Opportunities			Nature walk	Nature walk	Nature walk	
Homework						
Description	White workbook	White workbook	White workbook	White workbook	White workbook	White workbook
Assessment						
Type	Summative	Summative	Summative	Summative	Summative	Summative
Why this style of assessment and why now?	END OF UNIT TEST TO ASSESS PROGRESS. STUDENTS THEN ANALYSE TEST TO SEE	END OF UNIT TEST TO ASSESS PROGRESS. STUDENTS THEN ANALYSE TEST TO SEE	END OF UNIT TEST TO ASSESS PROGRESS. STUDENTS THEN ANALYSE TEST TO SEE HOW TO IMPROVE.	END OF UNIT TEST TO ASSESS PROGRESS. STUDENTS THEN ANALYSE TEST TO SEE HOW TO IMPROVE.	END OF UNIT TEST TO ASSESS PROGRESS. STUDENTS THEN ANALYSE TEST TO SEE HOW TO IMPROVE.	END OF UNIT TEST TO ASSESS PROGRESS. STUDENTS THEN ANALYSE TEST TO SEE HOW TO IMPROVE.

	HOW TO IMPROVE.	HOW TO IMPROVE.				
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Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	“To develop a love of science in all and a thirst for knowledge of the world around them.”					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Variation</i>	<i>Variation/ Breathing</i>	<i>Breathing/ Digestion</i>	<i>Digestion</i>	<i>Respiration</i>	<i>Photosynthesis</i>
Key Content	Looking at variation Exploring causes of variation	Considering the importance of variation Understanding how we breathe Measuring breathing	Explaining gas exchange in humans Exploring the effects of disease and lifestyle Exploring a healthy diet	Understanding the effects of an unbalanced diet Understanding the human digestive system Understanding the roles of the digestive organs	Understanding aerobic respiration Exploring respiration in sport Understanding anaerobic respiration Investigating fermentation	Exploring how plants make food Looking at leaves Exploring the movement of water and minerals in plants Investigating photosynthesis
Intent						
How does this link to your intent?	Why are we different?	How do these differences affect allow us to interact with our environment.	How do these differences affect allow us to interact with our environment.	How do these differences affect allow us to interact with our environment.	How do other organisms interact with their environment.	How do other organisms interact with their environment.
Sequencing						
Why this and why now?						

[illegible]

[illegible]

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	"To develop a love of science in all and a thirst for knowledge of the world around them."					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Evolution</i>	<i>Inheritance</i>	<i>Cells</i>	<i>Cells</i>	<i>Cells</i>	<i>Cells</i>
Key Content	Explaining natural selection Understanding the importance of biodiversity Explaining extinction	Understanding the nature of genetic material Exploring the role of chromosomes Understanding variation Modelling inheritance	Describe the differences between eukaryotic and prokaryotic cells Explain the importance of differentiation and explain how cells are specialised for their functions	Understand the size and scale of cells and be able to use and convert units Calculate the magnification of a light or electron Micrograph	Describe how chromosomes double their DNA and are pulled to opposite ends of the cell, before the cytoplasm divides, during mitosis Describe the process of binary fission	Describe equipment, materials and procedures required to work with microorganisms Understand the potential of stem cell therapies
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						

[illegible]

[illegible]

Y10

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	"To develop a love of science in all and a thirst for knowledge of the world around them."					
Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name						
Key Content						
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						
Key concepts / Vocabulary						
12 or less	• • • • •		• • • • •	• • • • •	• • • • •	• • • • •

	• • •		• • •	• • •	• • •	• • •
Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						
Type						
Why this style of assessment and why now?						

Y11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	"To develop a love of science in all and a thirst for knowledge of the world around them."					
Exam Board & Specification						
	Term 1		Term 2		Term 3	

	1	2	3	4	5	6
Topic Name						
Key Content						
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						
Key concepts / Vocabulary						
12 or less	• • • • • • • • •		• • • • • • • • •	• • • • • • • • •	• • • • • • • • •	• • • • • • • • •
Learning Outside the Classroom /						

Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						
Type						
Why this style of assessment and why now?						

Y12

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	"To develop a love of science in all and a thirst for knowledge of the world around them."					
Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name						
Key Content						

Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						
Key concepts / Vocabulary						
12 or less	• • • • • • • •	• • • • • • •	• • • • • • • •	• • • • • • • •	• • • • • • • •	• • • • • • • •
Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						

Type						
Why this style of assessment and why now?						

Y13

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	“To develop a love of science in all and a thirst for knowledge of the world around them.”					
Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name						
Key Content						
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						

Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						
Type						
Why this style of assessment and why now?						