

Long term planning grid

Curriculum development for Yr 7, 8 and 9

- All units are centred around STEM careers and making the knowledge relevant to our students. As such our units are thematic
- Skills are a focus of the unit, with knowledge being delivered around these skills
- All work in the unit will build to answer a big question
- There is a massive increase in the practical and investigative work
- Units are built so that essential knowledge and skills are revisited across the 3 years

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Year 8	<p><u>Archaeology</u></p> <p>What will be learnt? Rocks, rock cycle, fossils, evidence, dinosaurs, variation, evolution, extinction</p> <p>Why will it be learnt? To appreciate the range of careers linked to studying the Earth and to enable students to see how the Earth and the organisms on it have changes over time</p> <p>Skills developed: All skill focus, with a spotlight on: Identifying equipment observations</p>	<p><u>Being Healthy</u></p> <p>What will be learnt? Organs, organ systems, digestion, nutrition, microbes, disease, effect of drugs</p> <p>Why will it be learnt? To appreciate the range of careers linked to human health and to enable students to see how their bodies work and how to keep them healthy</p> <p>Skills developed: All skills focus, with a spotlight on: interpreting and analysing information</p>	<p><u>Science in the Home</u></p> <p>What will be learnt? Heat transfer, energy changes in a reaction, uses of acids</p> <p>Why will it be learnt? To appreciate the range of careers linked to running the services that provide our homes. To understand how different aspects of Science underpin many aspects of keeping our homes running</p> <p>Skills developed: All skills focus, with a spotlight on: risk assessing and graph</p>	<p><u>Water for the world</u></p> <p>What will be learnt? How water is purified, reducing water needs, physical and chemical changes</p> <p>Why will it be learnt? To understand the complexity of getting drinking water, how this is different from pure water, how we impact the environment</p> <p>Skills developed: All skills focus, with a spotlight on: collecting and interpreting data</p> <p>How will it be assessed?</p>	<p><u>Feeding the Nation</u></p> <p>What will be learnt? Population growth, plants and plant growth, plant adaptations, human reproduction</p> <p>Why will it be learnt? To appreciate the range of careers linked to ensuring that the human population has enough food. To understand how and why the population is changing, to appreciate how our bodies change as get older, to understand how plant growth is important to feeding everyone</p>	<p><u>Energy for the Nation</u></p> <p>What will be learnt? Electricity and magnetism, power stations, batteries, water requirements, water purification and testing</p> <p>Why will it be learnt? To appreciate the range of careers linked to providing electricity and water to home. To understand how electricity is generated and how clean water gets to our homes</p> <p>Skills developed: All skills focus, with a spotlight on: interpreting</p>

Long term planning grid

	<p>How will it be assessed Ongoing retrieval quiz Key skill assessed write up End of Unit Report</p>	<p>How will it be assessed? Ongoing retrieval quiz Key skill assessed write up End of Unit Report</p>	<p>presentation How will it be assessed? Ongoing retrieval quiz Key skill assessed write up End of Unit Report</p>	<p>Ongoing retrieval quiz Key skill assessed write up End of Unit Report</p>	<p>Skills developed: All skills focus, with a spotlight on: presenting data How will it be assessed? Ongoing retrieval quiz Key skill assessed write up End of Unit Report</p>	<p>and evaluating information How will it be assessed? Ongoing retrieval quiz Key skill assessed write up End of Unit Report</p>
--	--	---	---	--	---	---