



**Year 9**

**Pathway 2/3/4**

**Science - Summer Term 1**

## **Learning Intention:**

### **Physics** - Sound

This topic introduces students to the concept of sound and the way sound is made through vibrations travelling as wavelengths. Pitch and volume is also explored as well how sound vibrations travel into the human ear.

### **Physics** - Forces and Magnets

The topic looks at different types of forces and their movements e.g push/pull/twist/bend. Gravity and friction is studied and drawn as arrows on diagrams. Balanced/ unbalanced forces in diagrams are also looked at e.g floating and sinking..

Students look at how magnets create a push or pull force through their opposite poles by attracting and repelling. Magnetic fields and their strengths are observed. Students test different materials for magnetism.

**Key knowledge that should be learned during this SoW**

**All (Pathway 2)**

**Most (Pathway 3)**

**Some (Pathway 4)**


**Concept:**

**Knowledge:**

**Key Skills:**

**Language and/or communication skills:**

<b>Curricular Links</b>	Links to other learning within the subject are: Science/Resistant Materials/ PSHCE/PE
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	<b>Year 9</b>	<b>Pathway 2/3/4</b>	<b>Science - Summer Term 2</b>
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**Learning Intention: Continue/ start OCR Entry Level Certificate: OCR ELC12, 'CSI Plus': Evidence left at a crime scene**

Know that anyone present at a crime scene will leave some evidence behind. Understand why crime scene investigators wear special clothing to avoid leaving evidence at a crime scene. Know how fingerprints can be removed from a surface. Know that blood contains red blood cells, white blood cells, platelets and plasma. Recall that the main blood groups are A, B, AB and O and know how chromatography can be used to separate colours in ink.

<b>Key knowledge that should be learned during this SoW</b>	<b>All (Pathway 2)</b>	<b>Most (Pathway 3)</b>	<b>Some (Pathway 4)</b>
<b>Concept:</b>			
<b>Knowledge:</b>			
<b>Key Skills:</b>			
<b>Language and/or communication skills:</b>			

<b>Curricular Links</b>	
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