



Year 7

Pathway 2/3/4

Science - Spring Term 1

Learning Intention: Organisms,behaviour and health

Students will have the opportunity to learn and extend their understanding of the characteristics of living things. That cells are the fundamental building blocks of living things. The skeleton and the different food groups and their importance in our diets. By using this knowledge they will go on to design a model of a human skeleton and design a healthy packed lunch.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

How to build a balanced healthy packed lunch by exploring the different food groups. To then go on and make the chosen packed lunch. Students will then have the opportunity to evaluate their meal.

Knowledge:

To be able recognise the characteristics of living things, why some animals need a skeleton and recall the different food groups.

To be able to understand the characteristics of living things, why some animals need a skeleton and recall the different food groups

To gain understanding of the different food groups and their nutritional value

Key Skills:

- Design a healthy packed Lunch
- Design a model of a skeleton
- Students to be able to recall the characteristics of living things

- To gain some understanding of the importance of each food group
- Limited support when taking part in practical task
- To design a model of the skeleton and name some bones on a skeleton.
- Test for starch in different

- To gain understanding of the importance of each food group and their nutritional value
- Little/no support when taking part in practical task
- gain some understanding of the importance of each food group

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| | | foods. | <ul style="list-style-type: none"> ● To name some bones and joints on a skeleton. ● Test for starch,proteins and fats in different foods. |
| Language and/or communication skills: | <ul style="list-style-type: none"> ● Healthy ● Lunch ● Balanced ● Growth | <ul style="list-style-type: none"> ● Energy ● Carbohydrates ● Iodine ● Support ● Protection ● Reproduce | <ul style="list-style-type: none"> ● Nutrition ● Vitamins/Minerals ● Respire ● Protein ● Antagonistic muscles ● Growth ● Biuret |
| Curricular Links | Links to other learning within the subject are: Science/Food technology / PSHCE/PE | | |



Year 7

Pathway 2/3/4

Science - Spring Term 2

Learning Intention: Organisms, behaviour and health

Students will have the opportunity to learn and understand what is meant by species and that there is variation within the same species. To extend their understanding about predator/prey relationship and their adaptations. To recap and further our understanding on food chains and to understand how energy moves in food chains.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

How to design a breed of Dog by selective breeding and measure a variable in the same species to observe variation.

Knowledge:

To know what is meant by species.
To recall that there is variation within the same species and list some inherited and environmental variation.

To understand what is meant by species.
To understand that there is variation within the same species and what is meant by inherited and environmental variation.

To explore what is meant by species and gain more understanding of selective breeding.
To gain more understanding of variation within the same species and what is meant by inherited and environmental variation.

Key Skills:

- Design a new breed of Dog two breeds and get a picture of the puppy
- Design a predator.

- Use the internet to find out about the puppy you have created and answer the questions about Dog breeding.

- Use the internet to find out about the puppy you have created and answer the questions about Dog breeding and to research

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| | <ul style="list-style-type: none"> ● To recall the difference between a vertebrate and invertebrate. | <ul style="list-style-type: none"> ● Survey and measure hands and feet. ● Design a predator. Draw and label it with as many adaptations as possible to allow it to survive in its environment. ● Limited support when taking part in practical task | <p>some problems associated with selective breeding of Dogs.</p> <ul style="list-style-type: none"> ● Measuring our hands and feet to find out if there is a link. ● Design a predator. Draw and label it with as many adaptations as possible to allow it to survive in its environment. ● Limited support when taking part in practical task |
| Language and/or communication skills: | <ul style="list-style-type: none"> ● Breed ● Predator ● Vertebrate | <ul style="list-style-type: none"> ● Variation ● Prey ● Adaptation ● Specie | <ul style="list-style-type: none"> ● Selective breeding ● Cross breed ● Natural selection |
| Curricular Links | Links to other learning within the subject are: Science/Resistant Materials/ PSHCE/PE | | |