



Pathway
2,3,4

Year 9

Term Summer

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

This scheme of work begins by encouraging your class to think about whether they are using resources responsibly or wastefully. They will then explore where paper comes from and how it is made, before learning how important it is to reduce the amount of waste we create by reusing and recycling as much as we can. Our pupils will find out the reasons why recycling is important and how they can begin to reduce the non-recyclable waste they produce. They help each other think of alternatives and ways to avoid waste, including helping others in their school and the wider community.

Key knowledge that should be learned during this SoW	All	Most	Some
Concept:	what is the key concept pupils need to take away / understand	what is the key concept pupils need to take away / understand	what is the key concept pupils need to take away / understand
Knowledge:	<p>what information / facts will the pupils be learning</p> <p>Do children understand that resources can run out and need to be replaced?</p> <p>Can children list some of the different ways that we use paper?</p>	<p>what information / facts will the pupils be learning</p> <p>Do children know the difference between using resources wastefully and using resources responsibly?</p> <p>Do children understand that paper is made from trees?</p>	<p>what information / facts will the pupils be learning</p> <p>Can children suggest how to use resources responsibly?</p> <p>Can children talk about the paper-making process?</p> <p>Do children understand why it is</p>

	<p>Do children know what 'reuse' and 'recycle' mean?</p> <p>Can children name a way they use water every day?</p> <p>Can children explain what a water-stressed country is?</p> <p>Are children able to describe the impacts of water shortage on themselves, a community and other communities around the world?</p> <p>Can children give a concise description of recycling?</p> <p>Are children aware that there are multiple types of plastic?</p> <p>Can children describe what the three Rs are?</p>	<p>Do children know what can be recycled and how?</p> <p>Are children aware that water is a finite resource?</p> <p>Can children name a source of water that might be used by humans?</p> <p>Can children design a product that fits a desired purpose?</p> <p>Can children give reasons why recycling is a good thing to do?</p> <p>Can children describe the life of a plastic bottle?</p> <p>Can children identify plastics that are singleuse?</p>	<p>important to reuse and recycle as much as we can?</p> <p>Can children name a way they use virtual water?</p> <p>Can children describe a way in which people can conserve water?</p> <p>Can children assess the practicality of their designs and add features to make them easy to use?</p> <p>Are children able to name several materials that are recyclable and a few objects that are not?</p> <p>Can children name an alternative to using a plastic item?</p> <p>Are children able to think of alternatives or plastics they can live without?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>

	Creative thinkers – students to create a series of pictures, questions etc	Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc	Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc Independent inquirers – students to show independence in what they include in their work
Language and/or communication skills:	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8			
9			
10			

11			
12			
13			
14			

Talking points

Implementation

Impact