	Pathway 2,3,4	**Year 9**	**Term Autumn 1**

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

Dig deep and unearth a fascinating world below ground with this Rocks, Fossils and Soils topic. As part of their learning, the pupils will find out about different kinds of rocks and what they can be used for, explore a variety of soils and find out how they are formed, discover the fascinating world of fossils, as well as undertaking a variety of experiments to get their Science skills rock solid!

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
	• setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • using straightforward scientific evidence to answer questions or to support their findings • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter	• setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • using straightforward scientific evidence to answer questions or to support their findings • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter	• setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • using straightforward scientific evidence to answer questions or to support their findings • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter

Knowledge:	what information / facts will the pupils be learning Do children know that rocks are used for a variety of purposes? Can children suggest ways of grouping rocks according to their characteristics? Do children know what the terms 'erosion' and 'permeable' mean? Can children use a variety of sources to find out information about rocks and their uses? Do children know that soil is made up of rocks and decaying organic matter? Do children know that rocks move in a continuous cycle? Can children describe how fossils are formed?	what information / facts will the pupils be learning Can children identify some common rocks? Can children observe and compare rocks, and put them into different categories? Can children plan and carry out an experiment to compare rocks based on certain characteristics? Can children organise the information they have found out? Do children know that there are different types of soil? Do children know what a fossil is? Can children identify a variety of common fossils?	what information / facts will the pupils be learning Can children identify rocks that are naturally occurring and those that are man-made? Can children justify their choices and explain their decisions? Can children evaluate their results and draw conclusions? Can children present the information they have found out clearly? Do children know that there are different layers of soil? Can children explain how fossils are formed? Do children know where fossils are more likely to be found and why?
Key Skills:	what will they actually be able to do as a result of this learning Effective participants – group work, peer assessment opportunities	what will they actually be able to do as a result of this learning Effective participants – group work, peer assessment opportunities	what will they actually be able to do as a result of this learning Effective participants – group work, peer assessment opportunities

	Team workers – group work, peer assessment, Creative thinkers – students to create a series of pictures, questions etc	Team workers – group work, peer assessment, Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc	Team workers – group work, peer assessment, 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