

<p>Autumn 1 Survival</p> <p>WR-Adaptations- 6 weeks Fossils- 3 weeks Variation 2 weeks</p>	<p>Autumn 2 The Art of Music</p> <p>WR: Light-8 weeks</p>	<p>Spring 1 Heroes and Villains The circulatory System-6 steps Diet, Drugs and Lifestyle-5 steps</p>	<p>Spring 2 Super Sleuth</p> <p>Living things and habitats 7 steps</p>	<p>Summer 1 Changes through the decades Electricity- 6 weeks</p>	<p>Summer 2 Changes through the decades</p> <p>sustainability units- light/renewable energy</p> <p>Themed project- Year 7 ready</p>
<p>Adaptations Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Working scientifically – Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory)</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Recognise that light appears to travel in straight lines. • Working scientifically – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).</p>	<p>The Circulatory System Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Working scientifically – Explore ideas and raise different kinds of questions (non-statutory) Use relevant scientific language and illustrations to discuss, communicate and</p>	<p>Living Things and Their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Electricity Use recognised symbols when representing a simple circuit in a diagram.</p> <ul style="list-style-type: none"> • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. <p>Working scientifically Recording data and results of increasing complexity using</p>	<p>Sustainability- energy and light pollution</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Year 7 project (consolidate all science)</p>

<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory).</p> <p><u>Fossils</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>– Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>justify their scientific ideas (non-statutory).</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><u>Diet, drugs and lifestyle</u> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • <u>Working scientifically</u> – Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Recognise which secondary sources will be most useful to</p>	<p>Use and develop keys and other information records to identify, classify and describe living things (non-statutory).</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory).</p>	<p>scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graph.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>– Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>– Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking</p>	<p><u>learning and ready for transition to KS3</u> Melting Points and thermal insulation Ask questions – Explore ideas and raise different kinds of questions (non-statutory). • Plan – Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Make observations – Make their own decisions about what observations to make, what measurements to use and how long to make them for (non-statutory). • Take measurements – Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>
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<p>• Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory).</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Variation Recognise that living things produce</p>	<p>Talk about how scientific ideas have changed over time (non-statutory)</p>	<p>research their ideas and begin the separate opinion from fact (non-statutory).</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p>		<p>repeat readings when appropriate.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p>	<p>• Gather, record and classify data – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Answer questions and make conclusions – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. • Evaluate – Using test results to make predictions to set up further comparative and fair tests.</p>
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offspring of the same kind, but normally offspring vary and are not identical to their parents. •

Working scientifically

– Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs

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