

Year 7 Key Stage 3 Science 2025-2026

Curriculum Intent We believe that students deserve a broad and ambitious Science curriculum that enriches in skill and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our curriculum is sequenced to build upon prior knowledge learnt from KS1, KS2 and KS3 and firmly embed the precise learning points that pupils need to succeed in their qualification and also to go on to further career success.

| Term | Topic | Knowledge and Skills | Assessments | Careers | SMSC | SRE/ British Values | Literacy | Character Virtues |
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| AUTUMN 1 | | | | | | | | |
| | Introduction to Science | Lab skills - to develop practical scientific and mathematical skills and knowledge. | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Laboratory based. Careers relating to "The Scientific Method". | Moral: How Scientists work / investigate. | The need for rules to make a happy, safe and secure environment to live and work. A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. | Key words, reading, comprehension and homework tasks. Tassomai. | Moral: How Scientists work / investigate without bias Performance: Team work, confidence |
| | Particles | Relate the features of the particle model to the properties of materials in different states. | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Material Scientists. | N/A | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai. | Intellectual: Critical thinking Performance: Team work, confidence |

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| | Cells, Tissues & Organs | To identify principal features of animal and plant cells and describe their function. To develop microscopy skills To identify the different | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Cell Biologists. | Spiritual: Learning about the surrounding world. | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai. | Intellectual: critical thinking, reflection Performance: Team work, confidence. |
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Half Term

AUTUMN 2

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| | Reproduction | Graph data relating to variation and explain how it may lead to the survival of the fittest, identify reproductive organs and describe their function. Explain how bodies change during puberty. | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Careers relating to human biology. | Cultural: aware of differences. | What is sexual reproduction? Reproductive organs. Development of a foetus Birth The need for rules to make a happy, safe and secure environment to live and work. A culture built upon freedom | Key words, reading, comprehension and homework tasks. Tassomai. | Moral: Respect Performance: teamwork, confidence |
| | Separating Mixtures | Devise ways to separate mixtures based on their properties. | Lessons start with retrieval questions. End of topic assessment | Material Scientists. | N/A | The need for rules to make a happy, safe and secure | Key words, reading, comprehension and homework tasks. Tassomai. | Intellectual: Critical thinking |

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| | | | Pupils encouraged to reflect and amend work as required. | | | environment to live and work. | | Performance: Team work, confidence |
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Christmas Holiday

SPRING 1

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| | Muscular & Skeletal Systems | The structure and function of the skeletal system using the role of muscles. | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Careers relating to sport, exercise and medicine. | Spiritual - learning about oneself. | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai usage. | Intellectual (critical thinking, reflection) Performance (teamwork, confidence) |
| | Chemical Reactions | Chemical reactions - investigate a phenomenon that relies on an exothermic or endothermic reaction; investigate the changes in mass for chemical and physical processes. | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Careers related to the Chemical industry, everyday chemical use. | Spiritual (Learning about the surrounding world). | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai usage. | Performance (Teamwork, Confidence) Intellectual (Reflection, Critical Thinking). |

Half Term

SPRING 2

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| | Forces | To determine the different types of forces, | Lessons start with retrieval questions. | Lessons start with retrieval questions. | Spiritual: learning about | The need for rules to make a happy, safe and | Key words, reading, comprehension | Intellectual: Critical |
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| | | investigate factors that affect the size of frictional or drag forces, determine the difference between mass and weight. | End of topic assessment Pupils encouraged to reflect and amend work as required. | End of topic assessment Pupils encouraged to reflect and amend work as required. | the surrounding world. | secure environment to live and work. | and homework tasks. Tassomai. | thinking, focus. Performance: Team work, confidence. |
| | Electricity & Static | Introduction to series and parallel circuits, compare the voltage drop across resistors connected in series in a circuit, compare and explain current flow in different parts. The structure of the atom and how static electricity is caused by the movement of atoms, | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Electrician, careers making use of electrical circuits. | Spiritual: Learning about the surrounding world. | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai. | Intellectual: Critical thinking, focus. Performance: Team work, confidence. |
| Easter Holiday | | | | | | | | |
| SUMMER 1 | | | | | | | | |
| | Acids & Alkalis | How metals react with acid, use of experimental data to suggest an order of reactivity of | Lessons start with retrieval questions. End of topic assessment | Chemistry - careers relating to making new materials and substances. | Spiritual: Learning about the world around us. | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai. | Performance: teamwork, confidence, motivation |

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| | | various metals, investigate pH with an investigation | Pupils encouraged to reflect and amend work as required. | | | | | Intellectual: critical thinking, reflection. |
| | Digestive System | The organs of the digestive system and how each organ assists with the breakdown of food. | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Links to medicinal careers. | Spiritual - learning about oneself. | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai usage. | Moral (self-discipline) Intellectual (teamwork, focus, critical thinking). |

Half Term

SUMMER 2

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| | Classification | Exploring the different ways in which living organisms can be grouped and the original Scientists involved. | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to reflect and amend work as required. | Links to environmental conservation / Ecology. | Spiritual (Learning about the surrounding world). | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai usage. | Moral (self-discipline) Intellectual (teamwork, focus, critical thinking). |
| | Magnetism | Explore the magnetic field pattern around different types or combinations of magnets. The structure of electromagnets | Lessons start with retrieval questions. End of topic assessment Pupils encouraged to | Careers and everyday uses of magnets, such as cranes and speakers. | Spiritual (Learning about the surrounding world). | The need for rules to make a happy, safe and secure environment to live and work. | Key words, reading, comprehension and homework tasks. Tassomai usage. | Performance (Teamwork, confidence). Intellectual (Reflection). |

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| | | and how their strength can be increased. | reflect and amend work as required. | | | | | |
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