Year group: KS4 Subject: A(	QA Unit Award Scheme: S	Science		
Term 1 - UNIT	<u>Outcomes</u>	The link to curriculum aims.	Linked to:	Promoting SMSC
Component 1 - Biology The Human		Why teach this and why now?		
Body				
The human body is composed of	Cells tissues organs	Follow AQA Specification -	- Communicati	Social- Community
structures called organs, which are	cell structure		on and	visits to develop skill
organised into organ systems	organ systems	Units of work that will challenge	interaction	set. Understanding
which carry out all of the key	digestive system	prior knowledge in order to	- Self-care	the value of the
processes of life.	health	construct a good, new	and	learning within the
These systems all manying anomaly	food health - disease	understanding of substantive	independenc	community setting
These systems all require energy, which is contained	neaith - disease blood & circulation	knowledge. In addition to this, disciplinary knowledge is	e - Social,	(British Values). Relating learning to
in food and released in the cell by	hormones	developed through the	emotional	real life settings.
respiration. The organ systems are	reactions	understanding of scientific	mental	Work related
responsible for delivering food and	reactions	methods, degrees of certainty	health	learning. Social
oxygen to the cells and taking away		and conducting investigations.	- Cognition	development
waste.		Prior knowledge must be	and learning	between peers
		revisited before introducing	- Physical and	
All these key processes, including		new ideas, and misconceptions	Sensory	Moral-
reproduction, are coordinated by the		are actively diagnosed and	•	Offer reasoned
nervous system and a hormone system.		discussed.		views on your
A healthy body can be maintained by a		Fine motor skills:		thoughts. Following
balanced diet, exercise and a healthy		Refining and practicing		school rules.
lifestyle. Health can be damaged by				
microbes, which can cause infectious		Fine motor skills:		
diseases. The body can defend itself		Refining and practicing		Spiritual-
against most diseases but will				enjoy learning about
sometimes need drugs in order to				oneself, others and
alleviate the symptoms and speed				the surrounding
recovery.				world

Term 2 - UNIT 2 Component 2 - Biology: Environment, evolution and Inheritance  What are the feeding relationships between living organisms?  Radiation from the Sun is the source of energy for living organisms. Green plants and algae absorb a small amount of the light that reaches them and make glucose by photosynthesis. These organisms are called producers. Carbon dioxide + water →glucose + oxygen  Students should know the word equation for photosynthesis.  Animals and plants may be adapted for survival in the conditions where they normally live.	Outcomes  I can name the parts of a plant and say what they do  I can use the world 'photosynthesis' when talking about how plants make food.  I can give examples of adaptations and suggest why they are useful.  I can explain what happens in food chains.  I can explain what happens in food webs  Competition in plants  Competition in animals	The link to curriculum aims. Why teach this and why now?  Follow AQA Specification -  Units of work that will challenge prior knowledge in order to construct a good, new understanding of substantive knowledge. In addition to this, disciplinary knowledge is developed through the understanding of scientific methods, degrees of certainty and conducting investigations. Prior knowledge must be revisited before introducing new ideas, and misconceptions are actively diagnosed and discussed. Fine motor skills: Refining and practicing	Linked to:  - Communication and interaction  - Self-care and independence  - Social, emotional mental health - Cognition and learning - Physical and Sensory	Cultural- Understand, accept, respect and celebrate your own learning as well as your peers
Feeding relationships within a	Environmental changes (living and non-living factors)			

community can be represented by a food chain. All food chains begin with a producer.	Pollution - water  Pollution - Air		
A food web can be used to understand the interdependence of species within an ecosystem in terms of food resources.	Pollution – Land		

Term 3 - UNIT 3	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Component 3: Chemistry: Elements, mixtures and Compounds  All substances are made of atoms. An atom is the smallest part of an element that can exist.  A substance that is made of only one sort of atom is called an element. There are about 100 different elements.	See Spec outcomes	Pupils be able to express feelings through their own art. Pupils use their own art as a way to access mindfulness for emotional wellbeing  Fine motor skills:  Refining and practicing	- Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory	Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development
Elements are shown in the periodic table.  Metals are towards the left and the bottom of the periodic table and nonmetals towards the right and the top of the periodic table.		Social, emotional, mental health:  Pupils be able to express feelings through their own art. Pupils use their own art as a way to access mindfulness for emotional well being.	- Topic Maths - pattern and shape Geography - art from	between peers  Moral- Offer reasoned views on your thoughts. Following school rules.

Students should know that most of the elements are metals.  Elements in the same group of the periodic table have similar chemical properties.  When elements react, their atoms join with other atoms to form compounds.			other cultures History - influential historical art movements.	Spiritual- enjoy learning about oneself, others and the surrounding world  Cultural- Understand, accept, respect and celebrate your own
Term 4 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?  Fine motor skills: Refining and practicing	Linked to:  - Communication and interaction - Self-care and independence - Social, emotional mental health - Cognition and learning - Physical and Sensory - Topic Maths - pattern and shape Geography - art from	learning as well as your peers

			other cultures History - influential historical art movement RE - Easter.	
Be	Be familiar	Social, emotional, mental health:		
familiar   with	with specific 3D artist:	Pupils to be aware of how		
specific	examples:	different artist see the world		
2D artist:	Henry Moore	around them and how the artist		
examples:	Damien Hirst	communicates their feelings and		
Matisse	Pablo Picasso	observations through their work.		
Leger				
Mondrian	Barbara	Pupils be able to express		
Jawlensky Turner	Hepworth	feelings through their own art.		
Klimt	Eva Hesse	Pupils use their own art as a way		
Dali		to access mindfulness for		
Picasso	Sokari	emotional well being.		
Bridget	Douglas			
Riley	Camp			
Seurat	etc			
Alma				
Thomas				
O'Keeffe				

Term 5 - Focus	Outcomes	The link to curriculum aims.	Linked to:	Promoting SMSC
		Why teach this and why now?		

Acquisition of 2D	Use different	ent mediums to	Where appropriate Use TOPIC as	- (	Communication	Social- Community visits
Art skills:	make defini	ite images on	inspiration for art work.		and	to develop skill set.
2D Mark making	paper: pencil, charcoal		·	i	interaction	Understanding the
using	<ul> <li>Drawings sh</li> </ul>	nould have simple	Fine motor skills:	- :	Self-care and	value of the learning
pencil	detail, indic	cating features	Refining and practicing	i	independence	within the community
charcoal	or texture.	Simple shading		- :	Social,	setting (British Values).
	techniques	used when	Fine motor skills:	•	<mark>emotional</mark>	Relating learning to real
Acquisition of 3D	prompted. (	(specific	Refining and practicing	r	<mark>mental health</mark>	life settings. Work
art skills:	technique:	scribbling)		- (	Cognition and	related learning. Social
3D skill	Use newspa	iper and		l	learning	development between
development	cardboard f	to make a form		- F	<mark>Physical and</mark>	peers
Sculpture :	when 3D mo	odelling cover			<mark>Sensory</mark>	
"Junk" modelling	with papier	-mâché or		- '	Topic.	Moral-
	Modroc.			- 1	Maths -	Offer reasoned views
Using basic	Be familiar	Be familiar	Social, emotional, mental health:		pattern and	on your thoughts.
sketching	with specific	with specific		5	shape.	Following school rules.
technique:	2D artist:	3D artist:	Pupils to be aware of how different		Geography -	
"scribbling"	examples:	examples:	artist see the world around them and		art from other	
	Matisse	Henry Moore	how the artist communicates their		cultures.	Spiritual-
	Leger	Damien Hirst	feelings and observations through their		History –	enjoy learning about
	Mondrian	Pablo Picasso	work.		influential	oneself, others and the
	Jawlensky	Eva Hesse		ŀ	historical art	surrounding world
	Turner		Pupils be able to express feelings	t	movements.	
	Klimt	Barbara	through their own art.			Cultural- Understand,
	Dali	Hepworth				accept, respect and
	Picasso		Pupils use their own art as a way to			celebrate your own
	Bridget Riley	Sokari Douglas	access mindfulness for emotional well			learning as well as your
	Seurat	Camp etc	being.			peers
Term 6 - Focus	Outcomes		The link to curriculum aims.	Linked t	0:	
			Why teach this and why now?			

Acquisition of 2D	Cut and pas	ste paper / paper	Where appropriate Use TOPIC as	- Communication
Art skills;	images to make a collage.		inspiration for art work.	and
2D Mark making	• Use differe	ent mediums to	·	interaction
using	make defin	ite images on	Fine motor skills:	- Self-care and
Collage	paper: pend	il, charcoal	Refining and practicing	independence
J	<ul> <li>Drawings sl</li> </ul>	hould have simple		- Social,
Acquisition of 3D	_	cating features	Fine motor skills:	emotional
Art skills:	or texture.	Simple shading	Refining and practicing	mental health
3D skill	techniques	used when		- Cognition and
development	prompted.			learning
Sculpture	(specific techn	ique : circles)		- Physical and
"Junk" modelling	Use newspo	aper and		<mark>Sensory</mark>
	cardboard	to make a form		- Topic.
Using basic	when 3D m	odelling cover		- Maths -
sketching	with papier	-mâché or		pattern and
technique:	Modroc.			shape.
"circles"	Be familiar	Be familiar	Social, emotional, mental health:	- Geography -
	with specific	with specific		art from other
	2D artist:	3D artist:	Pupils to be aware of how different	cultures.
	examples:	examples:	artist see the world around them and	- History -
Arts Week	Matisse	Henry Moore	how the artist communicates their	influential
Project	Leger	Damien Hirst	feelings and observations through their	historical art
	Mondrian	Pablo Picasso	work.	movements.
	Jawlensky	Barbara		
	Turner	Hepworth	Pupils be able to express feelings	
	Klimt		through their own art.	
	Dali	Eva Hesse	Pupils use their own art as a way to	
	Picasso	Sokari Douglas	access mindfulness for emotional well	
	Bridget Riley	Camp	being.	

(See Outcomes for Y3-Y6)

## End of Year 7 - Year 8 Outcomes

Know primary and secondary colours and be able to mix primary colours to make secondary colours.

Use different mediums to make definite images on paper - ink, oil pastel, charcoal

Drawings should have simple detail, indicating features or texture. Simple shading techniques used when prompted.

Cut and paste paper / paper images to make a collage

Use newspaper and cardboard to make a form when 3D modelling cover with papier-mâché or Modroc. Use clay to make coil and slab pots. Figures should include simple detail that is attached securely using slip.

Use simple running stitch to make simple fabric creations

Be familiar with the work of at least 3 specific artist (artists TBC - dependent upon topics)

Vocabulary focus:

Primary colour, secondary colour.

two dimensions

three dimensions

form

slip

mediums used : ink oil pastel charcoal