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Year group: KS4      Subject: AQA   Unit Award Scheme: Science				
Term 1 - UNIT <u>Component 1 - Biology The Human Body</u>	<u>Outcomes</u>	<u>The link to curriculum aims.</u> <u>Why teach this and why now?</u>	Linked to:	Promoting SMSC
<p>The human body is composed of structures called organs, which are organised into organ systems which carry out all of the key processes of life.</p> <p>These systems all require energy, which is contained in food and released in the cell by respiration. The organ systems are responsible for delivering food and oxygen to the cells and taking away waste.</p> <p>All these key processes, including reproduction, are coordinated by the nervous system and a hormone system. A healthy body can be maintained by a balanced diet, exercise and a healthy lifestyle. Health can be damaged by microbes, which can cause infectious diseases. The body can defend itself against most diseases but will sometimes need drugs in order to alleviate the symptoms and speed recovery.</p>	<p>Cells tissues organs cell structure organ systems digestive system health food health - disease blood &amp; circulation hormones reactions</p>	<p><i>Follow AQA Specification -</i></p> <p>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.</p> <p>Fine motor skills: Refining and practicing</p>	<ul style="list-style-type: none"> <li>- Communicati on and interaction</li> <li>- Self-care and independenc e</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul>	<p>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 between peers</p>
		<p>Fine motor skills: Refining and practicing</p>		<p>Moral- Offer reasoned views on your thoughts. Following school rules.</p>
				<p>Spiritual- enjoy learning about oneself, others and the surrounding world</p>

				Cultural- Understand, accept, respect and celebrate your own learning as well as your peers
<p>Term 2 - <u>UNIT 2</u>  <u>Component 2 - Biology: Environment, evolution and Inheritance</u></p> <p>What are the feeding relationships between living organisms?</p> <p>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</p> <p>Students should know the word equation for photosynthesis.</p> <p>Animals and plants may be adapted for survival in the conditions where they normally live.</p> <p>Feeding relationships within a</p>	<p><u>Outcomes</u></p> <p>I can name the parts of a plant and say what they do</p> <p>I can use the word 'photosynthesis' when talking about how plants make food.</p> <p>I can give examples of adaptations and suggest why they are useful.</p> <p>I can explain what happens in food chains.</p> <p>I can explain what happens in food webs</p> <p>Competition in plants</p> <p>Competition in animals</p> <p>Environmental changes (living and non-living factors)</p>	<p><u>The link to curriculum aims. Why teach this and why now?</u></p> <p>Follow AQA Specification -</p> <p>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.</p> <p>Fine motor skills: Refining and practicing</p>	<p>Linked to:</p> <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul>	

community can be represented by a food chain. All food chains begin with a producer.  A food web can be used to understand the interdependence of species within an ecosystem in terms of food resources.	Pollution - water  Pollution - Air  Pollution - Land			
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<u>Term 3 - UNIT 3</u>	<u>Outcomes</u>	<u>The link to curriculum aims. Why teach this and why now?</u>	<u>Linked to:</u>	<u>Promoting SMSC</u>
<u>Component 3: Chemistry: Elements, mixtures and Compounds</u>  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. Elements are shown in the periodic table.  Metals are towards the left and the bottom of the periodic table and non-metals towards the right and the top of the periodic table.	<ul style="list-style-type: none"> <li>See Spec outcomes</li> </ul>	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  Fine motor skills: Refining and practicing	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> <li>- Topic.</li> <li>- Maths - pattern and shape.</li> <li>- Geography - art from</li> </ul>	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 between peers  Moral- Offer reasoned views on your thoughts. Following school rules.
		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.		

<p>Students should know that most of the elements are metals.</p> <p>Elements in the same group of the periodic table have similar chemical properties.</p> <p>When elements react, their atoms join with other atoms to form compounds.</p>			<p>other cultures.</p> <ul style="list-style-type: none"> <li>- History - influential historical art movements.</li> </ul>	<p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>
Term 4 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
		<p>Fine motor skills: Refining and practicing</p>	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> <li>- Topic.</li> <li>- Maths - pattern and shape.</li> <li>- Geography - art from</li> </ul>	

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

Term 5 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
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<p>Acquisition of 2D Art skills: 2D Mark making using pencil charcoal</p> <p>Acquisition of 3D art skills: 3D skill development Sculpture : "Junk" modelling</p>	<ul style="list-style-type: none"> <li>Use different mediums to make definite images on paper: pencil, charcoal</li> <li>Drawings should have simple detail, indicating features or texture. Simple shading techniques used when prompted. (specific technique : scribbling)</li> <li>Use newspaper and cardboard to make a form when 3D modelling cover with papier-mâché or Modroc.</li> </ul>		<p>Where appropriate Use TOPIC as inspiration for art work.</p> <p>Fine motor skills: Refining and practicing</p>	<ul style="list-style-type: none"> <li>Communication and interaction</li> <li>Self-care and independence</li> <li>- Social, emotional mental health</li> <li>Cognition and learning</li> <li>- Physical and Sensory</li> <li>Topic.</li> <li>Maths - pattern and shape.</li> <li>Geography - art from other cultures.</li> <li>History - influential historical art movements.</li> </ul>	<p>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 between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>
	<p>Using basic sketching technique: "scribbling"</p>	<p>Be familiar with specific 2D artist: examples: Matisse Leger Mondrian Jawlensky Turner Klimt Dali Picasso Bridget Riley Seurat</p>	<p>Be familiar with specific 3D artist: examples: Henry Moore Damien Hirst Pablo Picasso Eva Hesse  Barbara Hepworth  Sokari Douglas Camp etc..</p>	<p>Social, emotional, mental health:</p> <p>Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.</p> <p>Pupils be able to express feelings through their own art.</p> <p>Pupils use their own art as a way to access mindfulness for emotional well being.</p>	
Term 6 - Focus	Outcomes		The link to curriculum aims. Why teach this and why now?	Linked to:	

Acquisition of 2D Art skills; 2D Mark making using Collage	<ul style="list-style-type: none"><li>• Cut and paste paper / paper images to make a collage.</li><li>• Use different mediums to make definite images on paper: pencil, charcoal</li><li>• Drawings should have simple detail, indicating features or texture. Simple shading techniques used when prompted.</li></ul> (specific technique : circles)		Where appropriate Use TOPIC as inspiration for art work.	<ul style="list-style-type: none"><li>- Communication and interaction</li><li>- Self-care and independence</li><li>- Social, emotional mental health</li><li>- Cognition and learning</li><li>- Physical and Sensory</li><li>- Topic.</li><li>- Maths - pattern and shape.</li><li>- Geography - art from other cultures.</li><li>- History - influential historical art movements.</li></ul>
Acquisition of 3D Art skills; 3D skill development Sculpture "Junk" modelling	<ul style="list-style-type: none"><li>• Use newspaper and cardboard to make a form when 3D modelling cover with papier-mâché or Modroc.</li></ul>		Fine motor skills: Refining and practicing	
Using basic sketching technique: "circles"	Be familiar with specific 2D artist: examples: Matisse Leger Mondrian Jawlensky Turner Klimt Dali Picasso Bridget Riley	Be familiar with specific 3D artist: examples: Henry Moore Damien Hirst Pablo Picasso Barbara Hepworth  Eva Hesse Sokari Douglas Camp	Social, emotional, mental health:  Pupils to be aware of how different artist see the world around them and how the artist communicates their feelings and observations through their work.  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.	
Arts Week Project				

(See Outcomes for Y3-Y6)

End of Year 7 - Year 8 Outcomes	<p>Know primary and secondary colours and be able to mix primary colours to make secondary colours.</p> <p>Use different mediums to make definite images on paper - ink, oil pastel, charcoal</p> <p>Drawings should have simple detail, indicating features or texture. Simple shading techniques used when prompted.</p> <p>Cut and paste paper / paper images to make a collage</p> <p>Use newspaper and cardboard to make a form when 3D modelling cover with papier-mâché or Modroc.</p> <p>Use clay to make coil and slab pots. Figures should include simple detail that is attached securely using slip.</p> <p>Use simple running stitch to make simple fabric creations</p> <p>Be familiar with the work of at least 3 specific artist (artists TBC - dependent upon topics)</p> <p>Vocabulary focus :</p> <p>Primary colour, secondary colour.</p> <p>two dimensions</p> <p>three dimensions</p> <p>form</p> <p>slip</p> <p>mediums used : ink oil pastel charcoal</p>
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