

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## 7V - Venture Curriculum – Science 6 Lessons Weekly

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Year	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023 – 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
	<p><b>Topic:</b> <a href="#">Intro to lab</a></p> <p><a href="#">B Body parts and senses</a></p> <p><b>Suggested Key Questions:</b> What are the common scientific equipment? How do we work safely in the lab? How do we sense the world around us?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Pupils to know the Laboratory rules and to start abiding by them.</li> <li>• Pupils to see, handle and name some of the commonly used science apparatus.</li> <li>• <i>Pupils to practise drawing science apparatus correctly.</i></li> <li>• <i>Pupils to practise turning a Bunsen burner off and on correctly, and changing the type of</i></li> </ul>	<p><b>Topic:</b> <a href="#">C Grouping and classifying</a></p> <p><b>Suggested Key Questions:</b> How can we group different materials?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To be able to use all senses to identify some similarities and differences between materials.</li> <li>• To be able to sort and group materials in different ways.</li> <li>• To be able to explore magnetism, transparency, floating and sinking.</li> <li>• To be able to use some of the correct vocabulary for properties of materials.</li> <li>• To be able to recognise objects</li> </ul>	<p><b>Topic:</b> <a href="#">P Electricity</a></p> <p><b>Suggested Key Questions:</b> What do we use electricity for?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that electricity can be dangerous.</li> <li>• To know that electricity can produce light, heat, sound, movement.</li> <li>• To be able to connect given circuit components to light the bulb/make the buzzer sound.</li> <li>• To be able to contribute to class discussion and questioning.</li> <li>• Does the number of batteries in a circuit make a difference to the brightness of the bulb?</li> <li>• Does the length of</li> </ul>	<p><b>Topic:</b> <a href="#">B Keeping Healthy</a></p> <p><b>Suggested Key Questions:</b> How can we stay healthy?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know about the importance of food and water to humans.</li> <li>• To be able to distinguish between healthy and less healthy foods.</li> <li>• To be able to recognise the need for a variety of foods and exercises.</li> <li>• To be able to plan a healthy meal.</li> <li>• To be able to differentiate between different kinds of exercise.</li> <li>• To know that food is needed for growth, health and activity.</li> <li>• To be able to group foods simply e.g. <i>fillers, fruit/vegetables, dairy, meat/fish, fatty etc.</i></li> <li>• To know that food is vital for energy,</li> </ul>	<p><b>Topic:</b> <a href="#">C Acids and alkalis</a></p> <p><b>Suggested Key Questions:</b> What are acids and alkalis?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To be aware that many everyday chemicals and foods contain acids</li> <li>• To understand that acids can burn you and can be dangerous</li> <li>• To know that we must wear goggles when using acids</li> <li>• To recognise common hazard symbols associated with acids</li> <li>• To observe the effect of acids on bicarbonate of soda</li> <li>• To use litmus paper as a more sophisticated method of detecting an acid</li> <li>• To use the term</li> </ul>	<p><b>Topic:</b> <a href="#">P Light</a></p> <p><b>Suggested Key Questions:</b> What are the properties of light?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To be able to identify and sort a range of sources e.g. sun, TV, fire, etc</li> <li>• To be able to compare light sources for brightness</li> <li>• To be able to identify dark places.</li> <li>• To be able to link shadows and darkness.</li> <li>• To be able to explore making shadows.</li> <li>• To know that light travels from sources.</li> <li>• To know that light travels in straight lines.</li> <li>• To be able to explain how shadows are formed.</li> <li>• To know that light bounces off all surfaces.</li> <li>• To know that when light bounces off shiny,</li> </ul>

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	<p><i>flame.</i></p> <ul style="list-style-type: none"> <li>• Pupils to be able to use a microscope, thermometer and measuring equipment correctly.</li> </ul> <p><b>B Body parts and senses</b></p> <ul style="list-style-type: none"> <li>• To be able to name the external parts of the body.</li> <li>• To associate parts of the body with particular functions.</li> <li>• To be able to suggest what is inside the body.</li> <li>• To be able to explore the 5 senses practically.</li> <li>• To know which organs are associated with which sense.</li> <li>• To know the importance of senses in survival.</li> </ul> <p><b>Key Skills:</b> Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers.</p>	<p>that are natural and those that are man-made (processed).</p> <ul style="list-style-type: none"> <li>• To be able to list different uses for materials.</li> <li>• To know what other materials could do the same job.</li> <li>• To be able to identify common materials – in a variety of places.</li> <li>• To be able to test materials for properties.</li> <li>• To know electrical and heat conductors and insulators.</li> <li>• To be able to use a thermometer and know temperature is measured in °C.</li> <li>• To be able to classify materials as solid, liquid or gas</li> <li>• To know the main simple properties of solids, liquids and gases</li> </ul> <p><b>Key Skills:</b> <b>Key Skills:</b> Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to raise their own questions about the world around</p>	<p>wire or colour of wire or knots in wire make a difference to the brightness of the bulb or whether the bulb lights up</p> <p><b>Key Skills:</b> Learn to use some new equipment appropriately.</p> <p>Begin to see a pattern in my results.</p>	<p>growth and health.</p> <ul style="list-style-type: none"> <li>• To be able to test for starch and fat.</li> <li>• To be able to group foods according to carbohydrate, protein, fat, vitamins and minerals.</li> <li>• To be able to describe the process of digestion</li> <li>• To be able to label the main parts of the digestive system</li> </ul> <p><b>Key Skills:</b> Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p>	<p>“indicator” when describing an acid</p> <ul style="list-style-type: none"> <li>• To recall that the opposite to an acid is an alkali</li> <li>• To understand that a substance that is neither acidic nor alkaline is called neutral</li> <li>• To know that tap water is (more or less) neutral</li> <li>• To know that we can make an acid neutral if we add an alkali</li> <li>• To understand that we can use neutralisation to treat bee stings wasp stings and indigestion.</li> </ul> <p><b>Key Skills:</b> Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use simple secondary sources to find answers.</p>	<p>regular surfaces we can see an image.</p> <ul style="list-style-type: none"> <li>• To be able to explain what reflection is and how it is different to an image.</li> <li>• To be able to explain why dull, uneven surfaces do not produce images.</li> <li>• To know that our eyes receive light.</li> <li>• To be able to describe how light from sources travels through the air to our eyes.</li> <li>• To be able to draw and show direction of the path of light involved in seeing an object.</li> <li>• To be able to identify the outside features of eyes.</li> </ul> <p><b>Key Skills:</b> I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Begin to use some scientific language to talk and, later, write about what they have found out. Begin to use relevant scientific language.</p>
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Links to Gatsby Benchmarks:	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are required to be a paramedic, doctor, nurse, vet that leads onto looking at what skills are needed for different roles they are interested in and what qualifications.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance</p> <p>Students to consider what skills are required for waiters, builders, mechanics, to access the opportunities they are interested in. Going into work places/remote visits. Research. Writing C.Vs and cover letters.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees</p> <p>Students to consider what skills are required to be an electrician, technician, games designer to access the opportunities they are interested in. Research.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees</p> <p>Students to consider what skills are required to be a dietician, nutritionist, health care assistant to access the opportunities they are interested in. Research.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places</p> <p>Students to consider what skills are required to be a chemist, pharmacist, cleaner, paramedic, to access the opportunities they are interested in. Looking at careers in sports and researching sports.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places</p> <p>Students to consider what skills are required to be an optician, director, projector, radiographer, to access the opportunities they are interested in. Looking at careers in sports and researching sports.</p>