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

7V - Venture Curriculum – *Science 2 Lessons Weekly*

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2023 – 2024 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	Topic: Body parts and senses **Suggested Key Questions:** What are the main parts of my body and what do they do? How do my eyes help me see? How do my ears help me hear sounds? How does my skin help me feel things? How do my nose and tongue help me smell and taste? How do all my senses work together to help me every day? **Key Skills and Knowledge:** Identify and name major external body parts and understand their basic functions. Understand the structure of the eye and how it helps us see.	**Topic:** Grouping and classifying **Suggested Key Questions:** What are materials and how can we describe them? What are solids, liquids, and gases? Why do we use different materials for different things? What are rocks and how can we tell them apart? Which materials can we recycle and why should we? How do people choose the right material for the job? **Key Skills and Knowledge:** To identify and describe different types of materials and their basic properties. To recognise and describe the three states of matter and how they behave. To understand how the properties of materials	**Topic:** Electricity **Suggested Key Questions:** What is electricity and where do we use it? How do we make a bulb light up? Which materials let electricity flow? How do switches work in a circuit? How can we stay safe around electricity? How do circuits help us in everyday life? **Key Skills and Knowledge:** To understand what electricity is and identify common electrical appliances. To build a simple series circuit and identify when it works or doesn't. To test materials and classify them as conductors or insulators.	**Topic:** Keeping Healthy **Suggested Key Questions:** What does it mean to be healthy? What are the different types of food and why do we need them? What happens to food after we eat it? Why is exercise important for our health? How do we keep our bodies clean and safe? What have we learned about staying healthy? **Key Skills and Knowledge:** To understand what it means to be healthy and why it matters. To identify the main food groups and their functions in the body. To understand how food is broken down and used by the body. To understand how exercise helps keep the body healthy. To explore how hygiene and habits affect our health. To review what we've learned about keeping healthy.	**Topic:** Acids and alkalis **Suggested Key Questions:** What are acids and alkalis and where do we find them? How can we tell is something is an acid or an alkali? What does the pH scale show us about acids and alkalis? What is neutralisation and why is it useful? Where do we use acids and alkalis in everyday life? What have we learned about acids and alkalis? **Key Skills and Knowledge:** To understand what acids and alkalis are and where they are found. To understand how indicators help us identify acids and alkalis.	**Topic:** Light **Suggested Key Questions:** What is light and how does it help us see? How does light bounce of things? Why is the sun important for light and life? Why does the moon shine at night? What's the difference between stars and planets in the night sky? How does light help us explore space? **Key Skills and Knowledge:** To understand that light travels in straight lines and helps us see. To understand how light reflects of surfaces. To understand that the sun is a source of light and the center of our solar system. To understand how the moon reflects light from the sun.

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	Learn how sound travels and how the ear detects it. Explore how the skin senses pressure, temperature, and texture. Understand how the nose and tongue detect smells and tastes. Review all five senses and their functions. **Key Skills:** Using senses to explore and describe the world around us. Making simple predictions based on light and sight experiments. Sharing ideas and findings clearly using words, drawings, or actions. Designing and testing simple solutions (e.g. pressure sensors). Grouping and sorting smells and tastes based on characteristics. Explaining ideas through models, posters or group sharing.	make them suitable for different uses. To identify and classify different types of rocks and soils based on their properties. To explore which materials can be reused or recycled and why this is important. To understand how scientists and engineers choose materials for real-life uses. **Key Skills:**	To understand how switches control the flow of electricity. To understand how to use electricity safely at home and school. To review how circuits work and how we use electricity in real life.		To learn about the pH scale and what it tells us. To understand what happens when acids and alkalis are mixed. To explore how acids and alkalis are used in real life. To review key learning about acids, alkalis and neutralization.	To understand that stars are distant sources of light and planets reflect light. To review how light helps us understand the solar system.
Links to Gatsby Benchmarks:	Benchmark 2, – Learning from the Career and Labor Market information.	Benchmark 2, – Learning from the Career and Labor Market information.	Benchmark 2, – Learning from the Career and Labor Market information.	Benchmark 2, – Learning from the Career and Labor Market information.	Benchmark 2, – Learning from the Career and Labor Market information.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark

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	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance 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.	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance 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.	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees Students to consider what skills are required to be an electrician, technician, games designer to access the opportunities they are interested in. Research.	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees Students to consider what skills are required to be a dietician, nutritionist, health care assistant to access the opportunities they are interested in. Research.	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places 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.	3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places 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.