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

7V - Venture Curriculum – *Science Lessons Weekly*

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
	Topic: Ourselves and Living Things **Suggested Key Questions:** How can we tell if something is living or non-living? Why are cells important for all living things? How do cells work together to keep living things alive? How do the skeleton and muscles help the body move and stay supported? How can we keep our bodies healthy and why is this important? Why do scientists group living things and what makes them different? **Key Skills and Knowledge:** **Week 1: What are living things?** Characteristics of living things (MRS GREN) Living vs Non-living	**Topic:** Materials around us **Suggested Key Questions:** How do we identify and describe different materials around us? Why are the properties of materials important for their uses? How do materials change between solid, liquid and gas? How can we tell the difference between physical and chemical changes? How can we separate different mixtures using simple methods? How can we use materials responsibly to protect the environment? **Key Skills and Knowledge:** **Week 1: What are materials?** Materials make objects: can be natural or man-made	**Topic:** Forces and Movement **Suggested Key Questions:** How do forces affect objects? What are different types of forces and how do they act? How can we measure and record forces? How do balanced and unbalanced forces affect movement? How do friction and air resistance affect motion? How can we describe and compare how objects move? **Key Skills and Knowledge:** **Week 1: What is a force?** Forces are pushes or pulls that change movement. Identify forces in everyday situations **Week 2: Types of forces** Different forces (gravity, friction, air	**Topic:** Food Plants and Animals **Suggested Key Questions:** What do plants and animals need to stay alive? How are animals adapted to the food they eat? How does energy move through a food chain? Why do living things depend on each other in an ecosystem? Why are plants important for all food chains? How can we produce food in a way that protects the environment? **Key Skills and Knowledge:** **Week 1: What do living things need?** Living things need food, water, air and the right conditions. Identify needs of plants and animals. **Week 2: Animal Diets** Animals have different diets (herbivore, carnivore, omnivore) Sort animals by diet. **Week 3: Food Chains**	**Topic:** Light Sound and Communication **Suggested Key Questions:** Why is light important and how does it help us see? How does reflection help us see objects and form shadows? How are sounds made and how do they travel? How can sounds be changed and described? How do we use light and sound to communicate? How has technology changed the way we communicate? **Key Skills and Knowledge:** **Week 1: What is light?** Light come from sources and travels in straight lines. Identify light sources and describe how light travels	**Topic:** Habitats and Environment **Suggested Key Questions:** What is a habitat and why is it important for living things? How are different habitats suited to different living things? How do adaptations help living things survive? How do food chains work within habitats? How do human activities affect habitats and living things? How can we help protect the environment and habitats? **Key Skills and Knowledge:** **Week 1: What is a habitat?** A habitat is where living things live and meet their needs. Identify different habitats.

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	Introduction to basic life processes **Week 2: Cells-the building blocks of life** What cells are. Animals and Plant cells Basic cell structures and functions **Week 3: Organisation in living things** Cells > tissues> organs> organ systems Examples from humans (e.g. digestive system) How structures work together **Week 4: The Human Body – Skeletal and Muscular Systems** Functions of the skeleton Types of movement How muscles work in pairs. **Week 5: Healthy Bodies and Lifestyles** Diet and Nutrition Exercise and its effect on the body Basic Hygiene and health choices **Week 6: Classification and Variation** Grouping living things (plants,	Identify and sort materials **Week 2: Properties of Materials** Materials have properties (hard, soft, waterproof, flexible) Describe and test properties. **Week 3: States of matter** Solids, Liquids and gases change with heating/cooling. Classify states and observe changes. **Week 4: Changes to materials** Physical – no new material, chemical – new material. Identify and describe changes. **Week 5: Mixtures and separation** Mixtures can be separated. Choose and carry out separation methods. **Week 6: Uses and Sustainability** Materials chosen for properties: recycling, reduces waste. Select materials and explain choices.	resistance) act in different ways. Name and describe types of forces. **Week 3: Measuring Forces** Forces are measured in Newtons using a force meter. Measure and record forces **Week 4: Balanced and Unbalanced Forces** Balanced forces do not change motion; unbalanced forces do. Describe effects of forces on movement. **Week 5: Friction and Air Resistance** Friction and air resistance oppose movement. Explain effects of resistve forces. **Week 6: Speed and movement** Speed describe how fast something moves. Compare movement using simple ideas of speed.	Food chains show feeding relationships. Create simple food chains **Week 4: Food Webs and Interdependence** Living things depend on each other for survival. Interpret simple food webs. **Week 5: Plants and Food Production** Plants make food using light, water and carbon dioxide. Identify plant needs and basic photosynthesis ideas. **Week 6: Farming, Food and sustainability** Food comes from plants and animals; sustainability is important. Describe food sources and make simple sustainability choices	**Week 2: Reflection and seeing** Light reflects off surfaces into our eyes. Describe reflection and observe shadows. **Week 3: Sound and Vibrations** Sound is made by vibrations travelling through a medium. Identify sound sources and describe vibrations. **Week 4: Changing Sound (Pitch and Volume)** Pitch and volume describe different sounds. Compare and describe sounds **Week 5: Communication using light and sound** Light and sound are used to send messages. Identify communication methods and examples. **Week 6: Technology and Communication** Technology uses light and sound signals for communication. Describe simple uses of communication technology.	**Week 2: Types of habitats** Habitats vary (e.g. woodland, desert, ocean). Describe and compare habitats. **Week 3: Adaptations** Living things have adaptations to suit their habitat. Identify and explain simple adaptations. **Week 4: Food Chains in habitats** Food chains show feeding relationships in habitats. Build food chains linked to habitats. **Week 5: Human Impact on the environment** Human actions can damage habitats and ecosystems. Describe environmental impacts. **Week 6: Caring for the environment** Conservation helps protect habitats and living things. Suggest ways to care for the environment.

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	animals, microorganisms) Introduction to classification keys Variation within species (similarities and differences)					
Links to Gatsby Benchmarks:	Benchmark 2, – Learning from the Career and Labor Market information. 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 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 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 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 Students to consider what skills are required to be an electrician, technician, games designer to access the opportunities they are interested in. Research.	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 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 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 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.	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 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.