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

7E - **Explorer Curriculum** – *Science/6 Lessons weekly*

Year	2026 – 2027 Autumn 1 (8 wks)	2026 – 2027 Autumn 2 (7 wks)	2026 – 2027 Spring 1 (6 wks)	2026 – 2027 Spring 2 (7 wks)	2026 – 2027 Summer 1 (4wks)	2026 – 2027 Summer 2 (7 wks)
	Topics: Intro to lab C Materials **Suggested Key Questions:** **What are the common scientific equipment? How do we work safely in the lab?** **How can we group different materials?** **Key Skills and Knowledge:** **Intro to lab** • Pupils to know the Laboratory rules and to start abiding by them. • Pupils to see, handle and name some of the commonly used science apparatus. • *Pupils to practise drawing science apparatus correctly.* • *Pupils to practise turning a Bunsen burner off and on*	**Topic:** P light & Sound **Suggested Key Questions:** **What are the properties of light?** **What are the properties of sound?** **Key Skills and Knowledge:** To know that we need light in order to see things and that dark is the absence of light To know how light travels To know that light is reflected from surfaces To be able to explain how we see things To know that light from the sun can be	**Topic:** B Living things and their habitats **Suggested Key Questions:** **What are living things?** **Key Skills and Knowledge:** To be able to differentiate between things that are alive, dead and never been alive To be able to classify animals into main taxonomic groups To use keys to identify animals. To be know what a habitat is and what it provides for the living things found in it. To know how an animal is adapted to it's habitat	**Topic:** C States of matter **Suggested Key Questions:** **What are the states of matter?** **Key Skills and Knowledge:** To be able to sort materials into solids, liquids and gases. To be able to describe the properties of solids, liquids and gases. To know that heating and cooling causes materials to change state. To be able to measure the temperature at which a substance changes state at. To be able to explain that the higher the	**Topic:** B Plants **Suggested Key Questions:** **What do plants need?** **Key Skills and Knowledge:** To be able to identify and name a variety of common wild and garden plants, including trees. To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To know what plants need to grow. To be able to describe how water is transported within plants	**Topic:** P Electricity **Suggested Key Questions:** **What do we use electricity for?** **Key Skills and Knowledge:** Be able to identify common appliances that run on electricity Be able to understand how to keep safe around electrical appliances. Be able to construct simple circuits Be able to use recognised symbols when representing a simple circuit in a diagram. Be able to recognise common conductors and insulators of electricity

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

	correctly, and changing the type of flame. *Pupils to be able to use a microscope, thermometer and measuring equipment correctly* **Materials** To be able to Identify and name everyday materials, including wood, plastic, glass, metal, water, and rock To distinguish between an object and the material from which it is made To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties To be able to test materials for properties To be able to describe conductors and insulators of heat To identify and discuss how some materials are used for	dangerous and how we can protect ourselves. To be able to explain how shadows are formed. To be able to explain how the size of shadows can be changed. To be able to explain how sound sources vibrate to make sounds. To be able to explain how vibrations change when the loudness of a sound changes. To be able to explain how the pitch of a sound can be altered. To be able to explain how sounds travel to reach our ears. To be able to explain how we hear sounds. Explain how sounds change over distance. **Key Skills** **Discussing & Questioning** Talk about what they did. Eg We moved	To be able to construct a food chain. To be able to interpret a food web. To know how humans impact the environment and the problems it can cause for living things. **Key skills** **Research -** Can find some information from a book/internet – with help "find out what a hedgehog eats"	temperature, the quicker water evaporates. To be able to explain what happens to water at the different stages of the water cycle **Key Skills** **Observe and Measure** - Say if something changed when asked about it. "What happened to the water in the freezer?"	To be able to identify the parts of a flower and describe their functions in reproduction. To be able to describe what happens in pollination. To be able to describe what happens in fertilisation. To be able to describe the different ways seeds may be dispersed. **Key skills** **Planning** - Make a suggestion about what to change e.g. *"Lets try more water".*	Be able to investigate ways in which the brightness of a bulb or volume of a buzzer or speed of a motor is changed **Key Skills** **Interpreting** Describe simply what happened e.g. the bulb got brighter.

	more than one product. To identify and discuss how different materials are used for the same product. To be able to describe which properties make a material suitable or unsuitable for a particular job. To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't. **Key Skills** **Observe and Measure** Learn to use some new equipment appropriately. Observe one feature, *"The metal is hard", "The wool is soft"*.	the torch closer to the screen Talk about what they observe. Eg the ringing got quieter when we moved away from the bell.				
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers What careers need to know about materials? Builder, glazier, carpenter, sculptor, engineer, metal worker and architect	4. Linking curriculum learning to careers What careers need to know about light and sound? Theatre/concert technicians, photographer, sound engineer	4. Linking curriculum learning to careers What careers need to know about living things? Environmental officer. Zoo keeper, botanist	4. Linking curriculum learning to careers What careers need knowledge of the changes of state? Distillers, weather forecasters, black smith.	4. Linking curriculum learning to careers What careers need to know about plants? gardener, garden designer, florist, grounds man/person, farmer, farm labour and park warden/keeper.	4. Linking curriculum learning to careers What careers need to know about electricity? Electrician

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