



Y7 CURRICULUM MAP 2022-2023

Year 7	AUTUMN TERM		SPRING TERM		SUMMER TERM		
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B	
Art	KNOWLEDGE	Paper Sculptured African Mask <i>This unit will run in rotation throughout the year</i>	Intermediate drawing and painting skills.	Artist Study – Caravaggio, painting a figure in a local landscape	Pattern Work, looking at Celtic Art and Illuminated manuscripts to develop personal monograms	Collage work, using climate change as a theme to respond to while reflecting on the use of propaganda posters in WW1.	Using colour for its depth value and creating optical illusions.
	SKILLS	<i>Creating and appreciating sculptural forms.</i>	<i>Composition work, addressing proportion, depth and single point perspective.</i>	<i>'Reading pictures', trialling different styles</i>	<i>Awareness of line, tone, shape and graduated colours.</i>	<i>Decoding visual clues and creating an Eco Poster. Thinking about the power of visual art to communicate.</i>	<i>Explore formal elements, colour theory. Exploring art vocabulary.</i>
Computing	KNOWLEDGE	Building on Theoretical Fundamentals.	Gaming Project		Website Planning and Creation.		Building on Theoretical Fundamentals.
	SKILLS	<i>Research. Software collaboration. Real life applications. Computational thinking.</i>	<i>Choice. Planning, creation, testing, Computational thinking. Deadlines. Links to careers.</i>		<i>Multiple uses of software to create all elements of their own website. Planning. Computational thinking. Independence. Deadlines. Links to careers.</i>		<i>Research. Software collaboration. Real life applications. Computational thinking.</i>

		<i>Progressive knowledge application.</i>				<i>Progressive knowledge application.</i>	
DT – Food and Nutrition	KNOWLEDGE	Recap of food safety and hygiene procedures. Preparing for practical work focusing on core skills	Practicals to ensure safe use of equipment	Principals of nutrition and diet linking in with practical elements	Discuss healthier cooking methods in line with The Eat Well Guide and adjust recipes accordingly	Show competency in the use of the main equipment in the room i.e using the oven, hob and grill.	Practicals incorporating more than 1 skill or element
	SKILLS	<i>Recall Discussion Assessed practical</i>	<i>Using an oven Using a hob Using a grill Knife safety</i>	<i>Bridge/claw technique Blending Simmering Boiling</i>	<i>Discussion Adapting Recipes Key vocabulary</i>	<i>Demonstrate a variety of skills</i>	<i>Demonstrate a variety of skills</i>
DT – Product Design	KNOWLEDGE	Basic Core Design Skills	Introduction to the Workshop and Practical Baseline H&S Activity –Mini Light Key Ring	Graphic Communication: Perspective Drawings Specifications, Designing for Others and Mood Boards	Jewellery Project – Creating a Copper Bangle inspired by the artwork of different cultures.	Mechanisms and Forces	
	SKILLS	<ul style="list-style-type: none"> Develop knowledge of key terminology Develop basic freehand sketching skills 	<ul style="list-style-type: none"> Develop knowledge of the properties of acrylic. Begin to understand how electrical components can be powered and used in their products. Select and use tools to shape and form acrylic plastic. Test and evaluate finished product. 	<ul style="list-style-type: none"> How to create and use Mood Boards to inspire our designs. Understand the meaning of ‘anthropometrics’ and ‘ergonomics’ and why they are so important for designers. You will use specifications to design products that 	<ul style="list-style-type: none"> Research different cultures and develop bangle criteria. Develop and communicate design ideas using annotated sketches and detailed plans. Select and use tools to shape, form and decorate metals. Analysis of finished bangle and the work of others. Develop understanding of metals, their properties and of the annealing processes. 	<ul style="list-style-type: none"> Investigate and understand how mechanical systems enable changes in movement and force. 	

				<i>are innovative, functional and appealing.</i>	<ul style="list-style-type: none"> <i>Develop knowledge on how metals can be decorated, shaped and formed.</i> 		
English	KNOWLEDGE	Jabberwocky into Beowulf and The Hero's Journey RO1 & 2 WO 1, 2 & 4	Theme Park Heroes of Climate Change RO1 & 2 WO 1,2 & 3 S&L 1 & 2	Chaucer RO 1,2 & 4 WO 1, 2, 3 & 4 S&L1	Poetry Anthology: Heroes and villains – The Struggle Is Real! RO 1, 2 & 3 S&L2 WO1	A Midsummer Night's Dream RO1,2 & 4 S&L2 WO 1, 2 & 3	Heroes and villains in the novel Heroine's journey - Murdock RO 1,2,3 & 4 WO 1, 2, 3 & 4
	SKILLS	<i>Revisiting a known text but exploring it for themes and character archetypes. The History of English – Old English research of. Reading skills to develop inference, visualisation, empathising, comprehending, reading backwards and forwards and predicting. Develop skills of analysis, synthesis and evaluation when</i>	<i>Exploring persuasive devices in advertising of theme parks and attractions that are based on climate change – The Eden project, Bishops' Wood, The Worcestershire Woodlands Trust... Producing literature for their theme park. Exploring the issues of climate change and environmentalism and how they are presented by different groups using rhetoric.</i>	<i>Writing our own characters having analysed those of Chaucer. Use of vocabulary for a purpose. Research skills when exploring the concept of Middle English. Using skills to compare and contrast characters and how writers create them. Developing our writing skills to create characters.</i>	<i>Vocabulary development in modern English. Context and contextual meaning research and analysis. Poetry and poetic devices. Stylistic choices. Looking at forms beyond the acrostic and the Epic – sonnets, odes, ballads, villanelles and sestinas. Looking at how characters are created and their journeys/experiences told. Exploring metaphor and extended metaphor.</i>	<i>To explore a whole play looking at characterisation and the idea of heroes and heroines and their journeys. Enjambment Rhyme Adjectives Noun phrases Standard and non-standard English Alliteration Personification Metaphor Imagery Senses Connotation and denotation Sonnet, free verse, prose and couplet.</i>	<i>Exploring setting and plot devices building on knowledge of characterisation. Introduce the heroine's cycle by Murdock. Looking at language devices within the novel and symbolism/themes.</i>

		<i>exploring characters and setting through a whole text. Develop vocabulary knowledge and use of vocabulary. Throughout the year revision and exploration of how SP&G aids writers with continual practise of these skills.</i>					
French	KNOWLEDGE	<p>In the context of ‘C’est moi’ and ‘Qu’est-ce que tu fais?’</p> <p>Adjectives and describing people.</p> <p>Sports and hobbies</p> <p>Opinions</p> <p>Weather</p>		<p>In the context of ‘En ville’:</p> <p>Places in town.</p> <p>Asking for directions.</p> <p>Tourist office role play.</p> <p>Food and snack: at the café - asking and understanding prices.</p>		<p>In the context of ‘une journée typique’:</p> <p>Telling the time.</p> <p>Daily routines.</p> <p>School subjects.</p> <p>Food and drink</p> <p>Meal times.</p>	
	SKILLS	<p><i>Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of myself, sports and hobbies.</i></p> <ul style="list-style-type: none"> - Reinforcement of previous learning on family members. Focus on gender of nouns. - Use bilingual dictionaries and recognise patterns for adjective agreements. - Use of the comparative. - Use of the present tense of irregular verbs: être and avoir - Use of regular -er verbs in the present tense. 		<p><i>Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of places in town.</i></p> <ul style="list-style-type: none"> - Use of the verb aller: to go - Use of preposition (to/ at + places) - Introduction of the near future with aller + infinitives. <p><i>Expressing longer opinions about places.</i></p> <p><i>Understanding numbers to 100.</i></p>		<p><i>Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of a typical school day.</i></p> <ul style="list-style-type: none"> -Use of reflexive verbs in the present tense -Use of key verbs with different subject pronouns to talk about others. -Expressing longer opinions with connectives and intensifiers about school subjects and food. - Use of present and near future tenses. 	

		<i>Expressing longer opinions about sports and hobbies. Extending sentences using expressions of time and the weather.</i>				
Geography	KNOWLEDGE	World Geography	Economic Activity	Weather and extreme weather	Weathering, erosion/Coastal environments	Settlement
	SKILLS	<i>Use maps/atlasses</i>	<i>Data handling and comparison. Map drawing Decision making. Interdependence.</i>	<i>Describe and begin to explain geographical processes. Use of key words Making and recording observations. Using maps</i>	<i>Describe and begin to explain geographical processes.</i>	<i>Use maps/atlasses Research Interpreting OS maps Begin to compare places Data handling and graphs</i>
History	KNOWLEDGE	What impact did the Norman invasion have on England?		Who were the best and worst Medieval monarchs? How hard was life hard for Medieval peasants?	Who was the most significant Tudor monarch?	
	SKILLS	<ul style="list-style-type: none"> <i>Change and Continuity (How far did England change after the Norman invasion?)</i> <i>Chronology (other invaders before the Normans)</i> 		<ul style="list-style-type: none"> <i>Interpretation (interpreting which medieval kings were good or bad)</i> <i>Cause and consequence (Who was most responsible for the murder of Thomas Becket?)</i> <i>Similarity and difference across time periods (comparing aspects of medieval life to our life in modern times)</i> <i>Similarity and difference within time periods (comparing life between rich/poor, town/country, etc)</i> <i>Using evidence (examining sources to decide whether life was hard for medieval peasants)</i> 	<ul style="list-style-type: none"> <i>Significance (Who was the most significant Tudor monarch?)</i> 	

Mathematics	UNIT	<ul style="list-style-type: none"> • Algebraic Thinking: Sequences • Algebraic Thinking: Understand and Use Notation • Algebraic Thinking: Equality and Equivalence 	<ul style="list-style-type: none"> • Place Value and Ordering: Place Value • Place Value and Ordering: Fraction, Decimal and Percentage Equivalence 	<ul style="list-style-type: none"> • Application of Number: Addition and Subtraction • Application of Number: Multiplication and Division (1) • Application of Number: Multiplication and Division (2) 	<ul style="list-style-type: none"> • Application of Number: Fractions and Percentages of Amounts • Directed Number: Operations and with Directed Number • Directed Number: Equations with Directed Number 	<ul style="list-style-type: none"> • Fractional Thinking: Addition and Subtraction of Fractions • Lines and Angles: Constructing, Measuring and Using Geometric Notation 	<ul style="list-style-type: none"> • Lines and Angles: Developing Geometric Reasoning • Reasoning with Number: Sets and Probability
	KNOWLEDGE	<p>Know the Fibonacci sequence.</p> <p>Know basic algebraic notation.</p> <p>Know the meaning of the equivalent (\equiv) symbol.</p>	<p>Know the symbols =, \neq, <, >, \leq, \geq.</p> <p>Know how to calculate the range.</p> <p>Know how to work out measures of central tendency (the median).</p> <p>Know how to work out measures of central tendency (median).</p> <p>Know how to work out the range of a set of data.</p> <p>Know that a percentage can be greater than 100%.</p>	<p>Know when to use a mental strategy, formal written strategy or a calculator.</p> <p>Know, and quickly recall, multiplication (and related division facts) up to 12 x 12.</p> <p>Know the order of operations including brackets and indices.</p> <p>Know that the area of a rectangle = $l \times w$.</p> <p>Know that the area of a triangle = $\frac{1}{2}bh$.</p> <p>Know that the area of a parallelogram = bh.</p> <p>Know how to work out measures of central tendency (mean).</p>	<p>Know how to find a multiplier to calculate a percentage of an amount (e.g. $56\% = 0.56$).</p> <p>Know how to convert between improper fractions and mixed numbers and vice versa.</p> <p>Know how to enter negative numbers into a calculator.</p>	<p>Know how to convert between improper fractions and mixed numbers and vice versa.</p> <p>Know the names and properties of the special triangles and quadrilaterals.</p> <p>Know the angle sum of a quadrilateral is 360°.</p>	<p>Know that probability is measured on a 0 – 1 scale.</p> <p>Know that the sum of all probabilities for a single event is 1.</p>
	SKILLS	<i>Recognise the difference between a linear and non-linear</i>	<i>Order a set of integers and decimals up to one billion.. Find the median of a set of discrete data.</i>	<i>Apply addition and subtraction to decimal numbers.</i>	<i>Use an appropriate multiplier when calculating percentages of amounts.</i>	<i>Add and subtract any combination of fractions and mixed numbers.</i>	<i>Solve missing angle problems involving triangles and quadrilaterals</i>

		<p>sequence and describe the term-to-term rule using mathematical language.</p> <p>Use basic algebraic notation.</p> <p>Simplify and manipulate simple expressions by collecting like terms.</p> <p>Substitute positive numbers into expressions.</p> <p>Solve simple one-step linear equations in one unknown.</p>	<p>Find the range of a set of discrete data.</p> <p>Convert fluently between simple fractions, decimals and percentages with a denominator of 2, 3, 4, 5, 8 and 10.</p>	<p>Apply multiplication and division to decimal numbers with up to two decimal places.</p> <p>Use mental calculation strategies for calculations involving the four operations.</p> <p>Understand and use the order of operations (including brackets and indices) with positive numbers.</p>	<p>Apply the four operations when working with directed numbers.</p> <p>Understand and use the order of operations (including brackets and indices) with directed number.</p> <p>Solve simple two-step linear equations in one unknown.</p>	<p>Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines.</p> <p>Use ruler and compass methods to accurately construct triangles.</p>	<p>and their properties.</p> <p>Calculate theoretical probabilities for single events.</p>
Music	KNOWLEDGE	<p><u>I've Got Rhythm</u> Revision of pulse. Distinguish between pulse and rhythm. Revise rhythm notation and extend knowledge to</p>	<p><u>Keyboard Skills: Chords</u> Revise pitch and rhythm notation. Revise how a classroom keyboard is used and played. Know the enharmonic names for the black keys on a keyboard. Introduce chords and cadence points.</p>	<p><u>Form and Structure</u> What Form and Structure is in music. What Question and Answer, Binary, Ternary and Rondo Forms are in music. Why repetition in music is important.</p>	<p><u>Sonority City: Programme Music</u> Revise the sections and instrumental sounds of the orchestra. Vocabulary linked to timbre/sonority. Elements of music. Develop an understanding of</p>	<p><u>Variations</u> How the elements of music can be used to extend or change an existing melody. Understand variation form as a Form and Structure.</p>	<p><u>Ukulele Skills: Songs from different times and places</u> Understand how to correctly hold and strum a ukulele. Understand the sound of different chords.</p>

		<p>include dotted notes. Note values in terms of duration, bars and time signatures. Ostinato and repetitive rhythmic textures.</p>			<p>the meaning in the music heard.</p>	<p>Explore ways to vary a melody.</p>	<p>Revise the formation of a major chord. Introduce minor chords.</p>
	SKILLS	<p><i>Develop a feeling for and an awareness of a regular pulse. Perform an 8-bar phrase accurately. Perform accents correctly. Perform in time in different time signatures; 2/4, 3/4 and 4/4. Compose rhythmical patterns and notate using musical rhythm notation.</i></p>	<p><i>Perform melodic phrases on the keyboards correctly. Perform a simple left-hand accompaniment (chords or triads). Perform chords in a variety of ways: arpeggio, Alberti bass, broken chord. Identify cadence points. Compose a chord sequence and/or bass line using the root note of primary chords.</i></p>	<p><i>Recognise and label differences between music based on different Forms and Structures. Perform and compose melodic phrases in a variety of Forms and Structures. Use musical notation to write down ideas.</i></p>	<p><i>Identify orchestral instrumental sounds. Identify and comment on the use of the elements of music. Describe the timbre of different musical instruments. Compose a piece of programme music to a given brief.</i></p>	<p><i>Identify variation sections in listening. Perform a melodic phrase correctly. Compose stylistically using increasingly complex variations for the given melody.</i></p>	<p><i>Perform the chords of C, F, G7, Am. Demonstrate correct ukulele instrumental technique. Compose own chord sequence using the chords of C, F, G7, Am. Identify chord patterns in different musical styles.</i></p>

**PE Girls
(Confident)**

UNIT	Invasion Games	Invasion Games and HRE	Invasion & Net/Wall Games	OAA & Gym/Dance	Athletic Activities Striking / fielding, net / wall games	Athletic Activities Striking / fielding, net / wall games
KNOWLEDGE	<p>Outwitting an opponent, Development & replication of skills, making and applying decisions, evaluating and improving, development of performance.</p>	<p>Outwitting an opponent, Development & replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle, evaluating and improving.</p>	<p>Outwitting an opponent, Development & replication of skills, making and applying decisions, evaluating and improving, development of performance.</p>	<p>Problem solving, developing physical and mental capacity.</p> <p>Development and replication of skills, development of performance, evaluating and improving.</p>	<p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle. Outwitting an opponent, development and replication of skills, development of performance.</p>	<p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle. Outwitting an opponent, development and replication of skills, development of performance.</p>
SKILLS	<p><i>Send and receive, attacking and defending, scoring, using space, tackling, intercepting, communication.</i></p>	<p><i>Send and receive, attacking and defending, scoring, using space, tackling, intercepting, communication – progression from tag to contact rugby.</i></p> <p><i>Taking part to maximum levels, matching activities with components of fitness.</i></p>	<p><i>Develop basic skills to be able to rally, play ½ court singles and full court singles.</i></p> <p><i>Develop skills of send, receive, dribble, and tackle.</i></p> <p><i>Performing skills with control, accuracy and consistency.</i></p>	<p><i>Acquire basic map reading skills – using a key, recognising symbols, map orientation. CV endurance, teamwork and communication.</i></p> <p><i>Pairs balance and counter balance sequence on apparatus. Match/mirror. Cannon / unison. Getting into and out of balances plus travel.</i></p>	<p><i>Sprint starts, race management, pacing. Acquire and develop correct jumping and develop relay changeover – pass baton at speed-throwing technique.</i></p>	<p><i>Develop basic bowling technique, consistency and accuracy of hitting, long and short barriers on the floor. Develop knowledge of the rules and scoring.</i></p> <p><i>Consolidate basic skills in singles play. Accuracy, consistency. Officiating.</i></p>

**PE Boys
(Confident)**

UNIT	Invasion Games and Net/Wall	Invasion Games and Net/Wall	Invasion Games and Gymnastic Activity through Free Running	Invasion & Net/Wall Games	Athletic Activity	Net/Wall, Striking & Fielding and Invasion
KNOWLEDGE	<p>Outwitting an opponent, Development & replication of skills, making and applying decisions, evaluating and improving, development of performance. Specific Warm ups for specific sports – differences and similarities. Warm Up design in groups of four. Rugby & Football</p> <p>Bleep Test & 2000m run</p>	<p>Outwitting an opponent, Development & replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle, evaluating and improving.</p>	<p>Outwitting an opponent, Development & replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle, evaluating and improving.</p>	<p>Outwitting an opponent, Development & replication of skills, making and applying decisions, evaluating and improving, development of performance.</p>	<p>Athletics (Athletic) 100m, 200m, 800m, Relay Field events Long Jump, High Jump Javelin, Discuss and Shot Putt & Cricket (Striking & Fielding)</p> <p>Bleep Test & 2000m run</p>	<p>Tennis (Net/Wall) Softball (Striking & Fielding) Ultimate Frisbee</p>
SKILLS	<p><i>Passing, Dribbling, crossing and shooting</i></p>	<p><i>Push Passing, Stopping and Dribbling</i></p> <p><i>Dribbling and passing skills in more developed practices. 2v1 and 3 v2 situations. Drive shots and overhead shots</i></p>	<p><i>Passing type development, Shooting and rebounding</i></p> <p><i>Attacking and Defending</i></p> <p><i>Agility, balance, jumping with control and rolling techniques.</i></p>	<p><i>Hand to hand dribbling in competitive situations</i></p> <p><i>Lay-up technique</i></p> <p><i>Javelin passes</i></p>	<p><i>Sprint starts, race management, pacing. Acquire and develop correct</i></p>	<p><i>Volley and service techniques</i></p> <p><i>Gameplay using drive shots</i></p> <p><i>Tactics and court coverage.</i></p>

		<p><i>Gameplay in conditioned games.</i> <i>Send and receive, attacking and defending, scoring, using space, tackling, intercepting, communication.</i> <i>Officiating skills introduction</i></p>	<p><i>Tactics on court.</i> <i>Making and applying decisions.</i></p>	<p><i>Designing own sequence of movements and evaluating performance of own and others.</i></p>	<p><i>Dig, Set and Spike shots</i> <i>3v3 gameplay</i></p>	<p><i>jumping and Develop relay changeover – pass baton at speed.</i> <i>Throwing techniques.</i> <i>Recognise clear</i></p>	<p><i>Hitting technique</i> <i>Bowling technique and fielding positions</i> <i>Basic throwing technique and gameplay</i> <i>Fielding skills.</i> <i>Bowling and Batting techniques</i> <i>Single wicket cricket practices</i> <i>Recognising key rules and concepts in Cricket</i> <i>Develop basic bowling technique, consistency and accuracy of hitting, long and short barriers on the floor. Develop knowledge of the rules and scoring.</i></p> <p><i>Consolidate basic skills in singles play. Accuracy, consistency.</i> <i>Officiating.</i></p>
PSHE	KNOWLEDGE	Democracy and the rule of law	Health Education (Influences)	Health Education Drugs and alcohol education	Relationships Education	Economic wellbeing	Relationships Education
	SKILLS	<i>Discussion</i>	<p><i>Discussion</i> <i>Debate</i> <i>Reflection</i> <i>Decision making skills</i> <i>Making healthy choices</i></p>	<p><i>Discussion</i> <i>Debate</i> <i>Reflection</i> <i>Decision-making skills</i> <i>Resisting peer influence</i></p>		<p><i>Discussion</i> <i>Reflection</i> <i>Assertive communication skills</i></p>	<p><i>Discussion</i> <i>Clarifying values</i> <i>Advocacy skills</i> <i>Developing empathy,</i></p>

			<i>Support-seeking skills Building self-worth</i>	<i>Clarifying values and strategies to manage influence Support-seeking skills</i>		<i>Managing conflict</i>	<i>compassion and communication Developing respect</i>
RE	KNOWLEDGE	Intro – worldviews, what are they and what are ours? Bible – The Big Story	Interpretation of the Heaven description within the Bible – comparison with different concepts of Heaven/Hell/afterlife	Hinduism – exploring the basics. Comparison with concepts of Christianity (eg Trimurti/Trinity)	Hindu festival of Diwali Why are festivals important in religion?	Religious rebels – How have people inspired others by rebelling Various leaders studied (eg Gandhi)	Individual project based on inspirational person of their choice and how religion has played a part in their being
	SKILLS	<i>Exploring and understanding key concepts of the Bible Enquiry skills Evaluation Empathy Discussion/debate</i>	<i>Interpretation skills Comparison skills Evaluation skills Empathy Analysis Discussion/debate</i>	<i>Exploring and understanding key concepts of Hinduism. Comparison skills Enquiry skills Numeracy – interpreting data (using infographics)</i>	<i>Discussion Research Letter writing</i>	<i>Discussion Debate Reflection Empathy</i>	<i>Research skills Evaluation Empathy Analysis Reflection Expression</i>
Science		Operates a rotation programme					
	KNOWLEDGE	Atoms, elements and compounds Reproduction	Forces, moments, and pressure Diet and health	Earth, rocks and atmosphere	Cells and		
	SKILLS	<i>Atoms, elements, and compounds – making observations, following instructions, carrying out investigations safely, use appropriate techniques, apparatus and materials, record observations and measurements using a range of methods, making predictions, and drawing conclusions using scientific knowledge and understanding, writing formulae and equations, drawing and labelling diagrams. Diet and health – researching data, use of news, media, and current scientific updates, following detailed methods in a safe and methodical way, recording data, and plotting line graphs, writing conclusions based on patterns in data, writing explanations, hypotheses, and conclusions. Cells – setting up and using a microscope, creating a slide, calculating magnification and scale, gathering, and recording data, paired and group discussion, reading to follow instructions (using secondary sources), writing explanations, conclusions, and detailed responses to questions. Reproduction – ethical, moral and empathy skills, plotting line graphs, studying data in the form of graphs and charts to draw conclusions, Taking measurements and organising data in a table, using scales and units of length, paired, and grouped discussions, writing definitions, explanations, and advice. Forces and motion – drawing and interpreting graphs and diagrams representing forces, calculation of speed, distance, time etc., mathematical skills (calculating moments and pressure), experimental and investigative skills, making predictions using scientific knowledge</i>					

		<i>and understanding, making, and recording observations and measurements using a range of methods, writing conclusions, descriptions, and responses to structured questions.</i>
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