



Science
Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

Science Year 7: Science					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Transition Term for Year 7 from LS GL Baseline Assessment</p> <p>Topic: Transition - Lab Skills</p> <p>Aims and Objectives: Working Scientifically & Safely Maths in Science - Variables, Graphs and Density practical Equipment -Using lab equipment to heat water. -Hazard labels Risk assessment -Investigate how to burn magnesium ribbon and write a risk assessment. -Follow and write up instructions: Dissolving and re-crystallising sodium chloride -Record results. -Complete the practical experiment.</p> <p>Topic:</p>	<p>Topic: The Skeletal and Muscular System</p> <p>Aims and Objectives: - Recall the structure and function of a skeleton -Discuss passive and active muscle systems -Describe antagonistic paired muscles -Recall the structure of muscle/tendon/ligament -Investigate pulse rate and reaction times -Discuss stimulants and depressants</p> <p>Topic: Acids and Alkalis</p> <p>Aims and Objectives -Discuss acids and Alkalis -Test pH of substances -Complete neutralisation reactions</p>	<p>Topic: Energy Changes and Transfers</p> <p>Aims and Objectives: -Recall types of energy -Recall types of energy storage -Recall types of energy transfer -Discuss and calculate the unit for measuring energy -Evaluate how a house can lose and save energy -Describe and investigate thermal insulation/ experiment -Complete efficiency calculations and Sankey diagrams</p> <p>Topic: The Particle Model</p> <p>Aims and Objectives: -Discuss the particle model theory -Recall some ideas scientists have had in the past</p>	<p>Topic: Mixtures and Separation</p> <p>Aims and Objectives: - State the concept of a pure substance - Discuss examples of mixtures, including dissolving - Describe diffusion in terms of the particle model - Use simple techniques for separating mixtures such as filtration, evaporation, distillation and chromatography -Explain how to identify pure substances</p>	<p>Topic: Forces and Motion 1</p> <p>Aims and Objectives: -Investigate friction -Design an experiment to investigate friction with different surfaces -Study air resistance/Motion through water -Investigate features of a spring -Explaining contact and non-contact forces Measuring forces Balancing forces Looking at pressure.</p>	<p>Topic: Ecosystems 1</p> <p>Aims and Objectives: -Describe examples of adaptations to a habitat -Identify and explain adaptations to a hot/dry – cold/ dry climates -Discuss interactions within defined habitats -Evaluate the impact of seasonal changes -Discuss examples of nocturnal Adaptation -Explain the idea of hibernation as an adaptation</p> <p>Topic: Sound Waves 1</p> <p>Aims and Objectives: -Explain how sound waves operate -Discuss speed of sound -Investigate reflection/refraction/transparency</p>



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<p>Plant and animal cells</p> <p>Aims and Objectives:</p> <ul style="list-style-type: none"> -Investigate cells and use microscopy -Discuss stem cells -Culture microorganisms Investigate diffusion and osmosis. -Discuss active transport. -Explain exchange surfaces and substances. 	<ul style="list-style-type: none"> -Explain the reaction of metals and acids -Explain the reaction of oxides with acids 	<ul style="list-style-type: none"> -Describe how ideas have changed over time and why -Explain why the particle model is so important to modern day life 			<ul style="list-style-type: none"> -Explain the features of a sound wave -Investigate pitch/frequency Harmonics -Discuss the speed of sound and calculate -Describe the speed of sound through different materials -Discuss sonar/doppler effect
<p>Text: -KS3 BBC Bitesize</p> <ul style="list-style-type: none"> -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks
<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries, scientific concepts -Following and writing instructions: Observing cells 	<p>Reading:</p> <ul style="list-style-type: none"> Researching and reading: historical discoveries and key scientists -Following and writing instructions: Investigating how muscles work 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries, scientific concepts and important scientists -Following and writing instructions: Investigating the energy content 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: scientific breakthroughs and changes across time -Following and writing instructions: dissolving 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: how we study the world around us -Following and writing instructions: Using models 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: how scientists investigate and use data to identify changes -Following and writing instructions: investigating speed of sound
<p>Literacy:</p>	<p>Literacy:</p>	<p>Literacy:</p>	<p>Literacy:</p>	<p>Literacy:</p>	<p>Literacy:</p>



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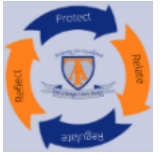


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Microscope Cells Cytoplasm Cell membrane Nucleus Iodine Microbe Microorganism Transport	Stimulant Depressant Muscle Antagonistic System Ligament Tendon pH Acid Alkali Indicator Litmus Universal Neutralisation	Energy Store Transfer Kinetic Sound Light Electrical Thermal Efficiency Insulate	Mixtures Evaporation Distillation Separate Pure Impure Chromatography Particle	Force Motion Newton Weight Gravity Friction Pull Push Twist Balance Contact	Adaptation Environment Habitat Interaction Predator Consumer Global Climate Nocturnal Diurnal
SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings
Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments PEE Paragraph.	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments PEE Paragraph.	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments PEE Paragraph.	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments PEE Paragraph.	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments PEE Paragraph.	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments PEE Paragraph.
Real World Links / Careers: British Values (Responsibility – to take accountability for	Real World Links / Careers:	Real World Links / Careers:	Real World Links / Careers:	Real World / Careers:	Real World Links / Careers:



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<p>own actions and accept consequences)</p> <p>SMSC (Moral –Recognise right and wrong)</p> <p>Careers: Medical profession Scientists Pharmacist Farmer Engineer Construction Manufacturing Pest control Retail</p>	<p>British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Nutritionist Dietician Health worker School/ outreach nurse Pharmacist Scientist Biologist Medical profession H&S Officer Food Hygiene Inspector</p>	<p>British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Activist Renewable/ Green energy sector Scientist Physicist Manufacturing Architecture Constructure</p>	<p>British Values (Responsibility – to take accountability for own actions and accept consequences)</p> <p>SMSC (Moral –Recognise right and wrong)</p> <p>Careers: Firefighter Police H&S officer Chemist Scientist Research fellow TV/ Movie special affects Farmer Gardner Pest control</p>	<p>British Values (Responsibility – to take accountability for own actions and accept consequences)</p> <p>SMSC (Moral –Recognise right and wrong)</p> <p>Careers: Engineer Scientist Farmer Gardener Architecture Construction City planning Manufacturing Designer</p>	<p>British Values (Mutual Respect, Tolerance, Individual Liberty, Responsibility).</p> <p>SMSC (Social – appreciating and accepting diverse view points)</p> <p>Careers: Activist Renewable/ Green energy sector Scientist Physicist Manufacturing Architecture Constructure</p>
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Year 8: Science					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>GL assessment – catch up</p> <p>Topic: Transition - Lab Skills</p> <p>Aims and Objectives: Working Scientifically & Safely Maths in Science - Variables, Graphs and Density practical Equipment -Using lab equipment to heat water. -Hazard labels Risk assessment -Investigate how to burn magnesium ribbon and write a risk assessment. -Follow and write up instructions: Separating a mixture -Record results. -Complete the practical experiment.</p> <p>Topic: Reactions, burning and combustion</p> <p>Aims and Objectives:</p>	<p>GL Assessment</p> <p>Topic: Nutrition and Diet</p> <p>Aims and Objectives: - Describe the human digestive system - Identify different stages of digestion - Discuss structure and function of digestive organs - Explain the important of enzymes and absorption - Recall the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed - Complete calculations of energy requirements in a healthy daily diet</p> <p>Topics: Atoms, Elements and Mixtures</p> <p>Aims and Objectives</p>	<p>Topic: Current and Energy</p> <p>Aims and Objectives: -Discuss how we use electricity -Describe series and parallel circuits -Build and investigate how circuits work -Discuss the idea of magnetism and its role in electrical devices -State how it can transfer energy -Calculate energy costs</p> <p>Topic: Breathing and respiration</p> <p>Aims and Objectives: - Recall the structure and functions of the gas exchange system in humans -Discuss adaptations to function - Describe the mechanism of breathing to move air in and out of the lungs</p>	<p>Topic: Chemical Reactions</p> <p>Aims and Objectives: - Investigate the fire triangle - Follow instructions to heat metals to note any physical/chemical change - Complete flame testing/Burning Candle - Identify the symbols for selected elements and compounds - Investigate and recall the reactivity series of metals - Define the atom, a compound and an molecule - Write simple word and symbol equations.</p>	<p>Topic: Light 1</p> <p>Aims and Objectives: -Explain how light waves operate -Investigate electro-magnetic spectrum/visible light spectrum -Discuss speed of light -Investigate reflection/refraction/transparency/translucence -Use ray box Experiment</p> <p>Topic Plant reproduction</p> <p>Aims and Objectives: - Discuss reproduction in plants -Investigate reproduction in flowering plants -Describe reproduction in terms of wind and insect pollination, fertilisation, seed and fruit formation and dispersal,</p>	<p>Topic: Earth and Space 1</p> <p>Aims and Objectives: -Reasons for the Earth's day length in -Summer and Winter/ seasons -Investigate the Earth's magnetic field -Compare and explain the gravitational difference between the Earth and the moon -State how the solar system investigated -Study manned space flight -Comparing Orbiters with Landers</p> <p>Topic: Periodic Table</p> <p>Aims and Objectives: - Recall the varying physical and chemical properties of different elements - Discuss the principles underpinning the Mendeleev Periodic Table</p>



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<ul style="list-style-type: none"> - Describe reactions as the rearrangement of atoms - Represent chemical reactions using formulae and using equations - Investigate combustion, thermal decomposition, oxidation and displacement reactions - Defining acids and alkalis in terms of neutralisation reactions - Discuss and investigate reactions of acids with metals to produce a salt plus hydrogen Discuss and investigate reactions of acids with alkalis to produce a salt plus water -Recall what catalysts do 	<ul style="list-style-type: none"> - Discuss the simple (Dalton) atomic model - Recall the differences between atoms, elements and compounds - Use chemical symbols and formulae for elements and compounds - Discuss what is meant by conservation of mass, changes of state and chemical reactions. <p align="center"><i>End of Term 1 Assessment – GL and internal</i></p>	<ul style="list-style-type: none"> - Use a pressure model to explain the movement of gases, - Investigate breathing and take simple measurements of lung volume - Explain the impact of exercise, asthma and smoking on the human gas exchange system 	<p align="center"><i>End of Term 2 Assessment – GL and internal</i></p>	<ul style="list-style-type: none"> -Complete quantitative investigations of some dispersal mechanisms. 	<ul style="list-style-type: none"> -Explain the importance of the Periodic Table: periods and groups; metals and non-metals - Discuss and investigate how patterns in reactions can be predicted with reference to the Periodic Table -Discuss the properties of metals and non-metals - Discuss the chemical properties of metal and non-metal oxides with respect to acidity. <p align="center"><i>End of Term 2 Assessment – GL and internal</i></p>
<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Text:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks
<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries, scientific concepts 	<p>Reading:-Researching and reading: historical discoveries and key scientists</p>	<p>Reading:-Researching and reading: historical discoveries, scientific concepts and important scientists</p>	<p>Reading:-Researching and reading: scientific breakthroughs and changes across time</p>	<p>Reading:-Researching and reading: how we study the world around us</p>	<p>Reading:-Researching and reading: how scientists investigate and use data to identify changes</p>



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-Following and writing instructions: Dissolving and producing salts	-Following and writing instructions: Investigating how diet affects health	-Following and writing instructions: Investigating the effects of exercise on respiration and breathing	-Following and writing instructions: heating materials	-Following and writing instructions: Making seed models	-Following and writing instructions: Making models
Writing: Complete a practical write up from an investigation – identified focus e.g. planning -Use equipment and write risk assessments. -Follow scientific writing procedures e.g. properties -Planning practicals -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. making predictions -Follow scientific writing procedures e.g. investigating changes of state -Making predictions -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. recording results -Follow scientific writing procedures e.g. exercise and respiration -Recording results -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. Making conclusions using data -Follow scientific writing procedures e.g. heating materials -Using results -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. evaluating procedures -Follow scientific writing procedures e.g. Using ray boxes -Recording results -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. Presenting results in different ways -Follow scientific writing procedures e.g. investigating reactivity -Making conclusions -Presenting results
Literacy: Bunsen burner Tripod Gauze Thermometer Hazard Safety Investigation Experiment Procedure Risk Practical Data Results	Literacy: Digestion Intestines Nutrition Diet Carbohydrate Protein Fats Vitamins Minderals Stomach Symbol Fomulae Reaction	Literacy: Ohm Voltage Current Resistance Amperes Volts Magnetism Cost Kilowatt-hour	Literacy: Combustion Reaction Oxidation Reduction Physical Chemical Bunsen Burner Equation Molecule	Literacy: Reflection Refraction Ray Symmetry Transparent Translucent Spectrum Pollination Reproduction Quantitative Qualitative Flowering	Literacy: System Gravity Satellite Star Magnetic Light-year Lunar Orbit Eclipse Equinox Solstice



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Record present Property Physical Chemical Combustion Alkali Acid	Atoms Elements Mixtures				
SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings
Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: GL Assessments
Real World Links / Careers: British Values (Responsibility – to take accountability for own actions and accept consequences) SMSC (Moral –Recognise right and wrong)	Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues).	Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues).	Real World Links / Careers: British Values (Responsibility – to take accountability for own actions and accept consequences) SMSC (Moral –Recognise right and wrong)	Real World / Careers: British Values (Responsibility – to take accountability for own actions and accept consequences) SMSC (Moral –Recognise right and wrong)	Real World Links / Careers: British Values (Mutual Respect, Tolerance, Individual Liberty, Responsibility).



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<p>Careers: Medical profession Scientists Pharmacist Farmer Internet/ IT engineer Construction Manufacturing Pest control Retail</p>	<p>Careers: Nutritionist Dietician Health worker School/ outreach nurse Pharmacist Scientist Biologist Medical profession H&S Officer Food Hygiene Inspector</p>	<p>Careers: Library Assistant Video Game Developer Film/ TV Director Web Content Manager Scientist Physicist Astronomer Optics manufacturing Telecommunications/ Communications</p>	<p>Careers: Firefighter Police H&S officer Chemist Scientist Research fellow TV/ Movie special affects Farmer Gardner Pest control</p>	<p>Careers: Police Ecologist/ Biologist Environmental activist Green energy sector Farmer Gardener Architecture Construction City planning Medical research Manufacturing</p>	<p>SMSC (Social – appreciating and accepting diverse view points)</p> <p>Careers: Activist Renewable/ Green energy sector Scientist Physicist Manufacturing Architecture Constructure</p>
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Year 9: Science					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>GL assessment – catch up</p> <p>Topic: Materials and Metals</p> <p>Aims and Objectives: -Know examples of some metals with their chemical symbol -Properties of metals -Give the uses of these metals in everyday life -What are the physical/chemical properties that make them suitable for their uses -Understand the reactivity series of metals -Corrosion and protection of metals</p> <p>Topic: Plants and photosynthesis</p> <p>Aims and Objectives: -Recall what photosynthesis is and why it is important</p>	<p>Topic: The Earth in Space 2 <i>Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future</i></p> <p>Aims and Objectives: - Recall who Ptolemy and Kepler were and their models of the solar system - State how space is observed - Discuss how the solar system is investigated - Explain day and night and the seasons - Describe the effects of gravity - Describe the Earth's magnetic field and its effects - Define planets, stars and galaxies with examples</p> <p>Topic: Using Chemistry</p> <p>Aims and Objectives: -Recall some examples of chemical reactions -Group reactions</p>	<p>Topic: Rocks and Cycles</p> <p>Aims and Objectives: -Recall the types of rock that we find in the Earth's crust -Explain how we know the structure of the Earth -Discuss how the rock cycle leads to change -Investigate the rock cycle using models -Discuss the carbon cycle</p> <p>Topic: Plants for food</p> <p>Aims and Objectives: -Identify the role plants play in human food chains -Recall the importance of photosynthesis in food chains</p>	<p>Topic: Metals and Uses</p> <p>Aims and Objectives: -Use the structure of the Periodic Table to identify metals -Discuss how metals react to form compounds e.g. with acids -State and investigate the properties of metals and how we use these in everyday life</p> <p>Topic: Light 2</p> <p>Aims and Objectives: -Discuss the similarities and differences between light waves and waves of matter</p>	<p>Topic: Sound 2</p> <p>Aims and Objectives: - Discuss frequencies of sound waves -State how they are measured in hertz (Hz); echoes, reflection and absorption of sound -Describe how sound needs a medium to travel -State how the speed of sound in air, in water, in solids differs and why - Explain how sound can be produced by vibrations of objects, in loud speakers, -Discuss how sound can be detected by its effects on a microphone diaphragm and the ear drum -State that sound waves are longitudinal -Describe the auditory range of humans and animals</p> <p>Topic: Extremes</p>	<p>Topic: Ecology 2</p> <p>Aims and Objectives: -Define key terms like ecosystem, habitat and niche -Discuss and describe abiotic and biotic factors with examples -Adaptation to different habitats - Discuss examples of populations -Describe the role of competition in ecology -Apply field study using quadrats and other sampling techniques</p> <p>Topic: GCSE preparation units 4.1 Cell Biology WS 1.1, 1.2, 1.3, 1.5, 4.4, 4.6 AT 1,3,5,7, RP B1 B3</p> <p>Aims and Objectives:</p>



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<ul style="list-style-type: none"> -Discuss the factors that affect it -State the word equation -Describe the role leaves play in photosynthesis -Discuss what the glucose produced can be used for -Investigate how to test for starch 	<ul style="list-style-type: none"> -Discuss how chemistry can be used to make materials such as plastics -Describe how different reactions can be useful e.g. exo and endothermic -Explain how we know the make up of the atmosphere through chemistry 	<ul style="list-style-type: none"> -Discuss the different parts of a plant that can be used to supply energy up a food chain -Describe what plants need for healthy growth -Explain how humans use fertiliser to maximise growth - Discuss the role competition plays in plant growth - Describe the problems pests can cause for plant growth and how we overcome them 	<ul style="list-style-type: none"> -Describe how light behaves when travelling through a vacuum -Use models to investigate how light rays behave -Explain how light can transfer energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras 	<p>Aims and Objectives:</p> <ul style="list-style-type: none"> - Recall how atmospheric pressure decreases with increase of height as weight of air above decreases with height - Describe how pressure in liquids, increases with depth - Investigate upthrust effects, floating and sinking - Explain what is meant by pressure (measured by ratio of force over area – acting normal to any surface.) - Investigate balanced forces - Discuss the ideas of opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. 	<ul style="list-style-type: none"> - Discuss cells as the basic structural unit of all organisms - Recall adaptations of cells related to their functions - Discuss the main sub-cellular structures of eukaryotic and prokaryotic cells - Evaluate use of stem cells in animals and meristems in plants - Study cells using microscopes - Discuss diffusion and osmosis and investigate -Describe osmosis <p>Aims and Objectives: Working Scientifically</p> <ul style="list-style-type: none"> -Complete a range of GCSE practical experiments to prepare for Y10
<p>Texts:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS3 BBC Bitesize -Revision guides -Exploring Science textbooks
<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries, scientific concepts 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries and key scientists 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries, 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: scientific breakthroughs and changes across time 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: how the cell was discovered, 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: how scientists investigate



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-Following and writing instructions: reactivity	-Following and writing instructions: Investigating reactions	scientific concepts and important scientists -Following and writing instructions: identifying parts of a plant	-Following and writing instructions: Stating how we investigate the reactivity of metals	and scientists built on others' work -Following and writing instructions: Using microscopes	and use data to identify changes -Following and writing instructions: Using sampling techniques
Writing: -Complete a practical write up from an investigation – identified focus e.g. planning -Use equipment and write risk assessments. -Follow scientific writing procedures e.g. properties -Planning practicals -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. making predictions -Follow scientific writing procedures e.g. the effects of forces on objects in space -Making predictions -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. recording results -Follow scientific writing procedures e.g. modelling rock formation -Recording results -Presenting results	Writing: PEE Paragraphs. -Complete a practical write up from an investigation – identified focus e.g. Making conclusions using data -Follow scientific writing procedures e.g. explaining seasons -Using results -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. evaluating procedures -Follow scientific writing procedures e.g. balanced and unbalanced forces -Recording results -Presenting results	Writing: -Complete a practical write up from an investigation – identified focus e.g. Presenting results in different ways -Follow scientific writing procedures e.g. using sampling techniques -Making conclusions -Presenting results
Literacy: Bunsen burner Tripod Gauze Thermometer Hazard Safety Investigation Experiment Procedure Risk	Literacy: Orbit Force Planet Observatory Calculate Magnetism Field Kepler Ptolemy Reaction Chemical	Literacy: Producer Consumer Transfer Energy Photosynthesis Competition Igneous Sedimentary Metamorphic Cycle Carbon	Literacy: Light Ray Energy Reflection Refraction Property Metal Compounds Transfer Photo	Literacy: Wave Transverse Frequency Wavelength Transparent Translucent Sonar Refraction Refraction Drag	Literacy: Environment Ecosystem Habitat Niche Adaptation Competition Abiotic/Biotic Quadrat Cells Specialised



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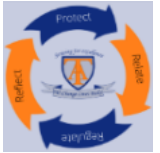


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Data Results Record present Hazard Chemical Equation Reaction Product Property Reversible/irreversible Corrosion	Physical Change Irreversible			Up thrust Density Newton Torsion Accelerate/Decelerate Pressure Weight/Mass Compression	Nucleus Cytoplasm Ribosomes Eukaryotes Prokaryotes
SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings	SLC / Oracy: Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings
Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments	Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments
Real World Links / Careers: British Values	Real World Links / Careers: British Values – Respect and Tolerance	Real World Links / Careers:	Real World Links / Careers: British Values - Democracy – Participation to lessons and	Real World Links / Careers: British Values - Mutual Respect – Listening and	Real World Links / Careers: British Values – Respect and Tolerance - to be mutually



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<p>Responsibility – to take accountability for own actions - safety</p> <p>SMSC (Moral –Recognise right and wrong – use of science for destructive purposes)</p> <p>Careers: Medical profession Scientists Pharmacist Farmer Internet/ IT engineer Construction Manufacturing Metallurgy Pest control Retail</p>	<p>SMSC (Moral –Recognise right and wrong, understand consequences, discuss feelings of empathy, investigate moral and ethical issues – use of science to make transport safer).</p> <p>Careers: Engineer Construction Science Astronomer Physicist Chemist Engineering Satellite engineer Space science Mapping software engineer Route planner Philosopher Weather forecast</p>	<p>British Values - Rule of Law – Respect societal laws and expectations</p> <p>SMSC (Moral –Recognise right and wrong, understand consequences, discuss feelings of empathy, investigate moral and ethical issues – speeding and its effects).</p> <p>Ambition – you can be whatever you want to be.</p> <p>Careers: Geologist Construction City planner Engineer Manufacturing Gardening Farmer Astronaut</p>	<p>group discussions, Social – Develop social skills through class and pair discussions.</p> <p>SMSC (Moral – Investigate moral and ethical issues around space exploration). Podcast Producer, Weather forecaster, Journalist).</p> <p>Careers: Optician Light engineer Telecommunications Satellite design Space industry Manufacturing Mobile technology IT Electrician Construction Scientist</p>	<p>accepting other people’s views.</p> <p>SMSC (Moral – Investigate moral and ethical issues). Use of information in a responsible way.</p> <p>Careers: Scientist Doctor Nurse Medical research Ecologist PR and marketing</p>	<p>respectful, be kind, and promote equality, promoting individual liberty for all.</p> <p>SMSC (Moral – Investigate moral and ethical issues). Use data to act responsibly to look after surrounding environments.</p> <p>Careers: Scientist Doctor Nurse Medical research Ecologist PR and marketing Agriculture Inspector Animal Care Worker Countryside Ranger Journalist Activist</p>
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Year 10: GCSE Biology AQA					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Topic: 4.7 Ecology 1 WS 1.2, 1.3, 1.4, 1.5, 1.6,2.6 AT 4, 6 RP B8 B9</p> <p>Aims and Objectives: -Investigate competition and its impact -Recall a range of biotic and abiotic factors and state the impact they can have on an ecosystem -Identify a range or adaptations and explain their purpose -Food chains -Use quadrats and transects to sample an area -Investigate the water cycle -Investigate the carbon cycle</p> <p>Topic: 4.2 Principles of Organisation 1 WS 1.2, 1.5, 3.5, AT 1,2,3,4,5,7 RP B4 B5</p>	<p>Topic: 4.2 Principles of Organisation 2 WS 1.2, 1.5, 3.5, AT 1,3,4,5,7 RP B4</p> <p>Aims and Objectives: -Identify the structures and function of the parts of the lungs -Discuss the structure of the circulatory system -Identify the components of the blood - Describe the different vessels and relate their structure to their function - Discuss the structure and function of the various heart tissues and its operation - Explain what is meant by CVD -Investigate the various aspects of health and disease -Identify and discuss risk factors of non-communicable disease</p>	<p>Topic: 4.3 Infection and Response WS 1.4, 1.5, 1.6 AT 1,3,4 RP B2</p> <p>Aims and Objectives: -Explain what is meant by communicable disease and explain -Discuss bacterial diseases and effects on plants and animals -Discuss viral diseases -Discuss fungal and protist disease -Evaluate a variety of methods of fighting disease -Investigate the history of vaccination and drug use in medicine</p>	<p>Topic: 4.4 Bioenergetics WS AT 1,2,3,4,5, 8 RP B6</p> <p>Aims and Objectives: -Recall what photosynthesis and why it is important -Describe how the rate of photosynthesis can be impacted by different factors -Discuss what is meant by transpiration -Discuss what is meant by translocation -Explain the importance of stomata in plants in terms of water movement -Recall what respiration and metabolism are and how/why they are important to life -Discuss the processes of aerobic and anaerobic respiration</p>	<p>Topic: 4.5 Homeostasis and Response 1 WS 1 AT 1,3,4 RP B7</p> <p>Aims and Objectives: -Describe the process and importance of homeostasis -Investigate the nervous system and how it enables signals to be passed around the body -Explain what synapses are and how they operate -Investigate reflexes -Recall a variety of the brain parts and their roles -Recall the key parts of the eye and its operation -State the different types of eye issue and how lenses can correct vision i.e. myopia and hyperopia</p>	<p>Topic: 4.5 Homeostasis and Response 2 WS 1 AT 1,3,4 RP B7</p> <p>Aims and Objectives: -Discuss the need and operation of temperature control in the body. Describe negative feedback loops with examples -Discuss the endocrine system and how it operates using different hormones -Explain how blood glucose is correctly maintained and some issues if the body can not do so</p> <p>Topic: Required Practical Catch up and Review RP B – a range Aims and Objectives:</p>



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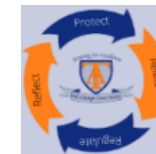


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<p>Aims and Objectives:</p> <ul style="list-style-type: none"> -Discuss cell specialisation with examples -Describe the need for and use of enzymes in living organisms -Explain the role of enzymes in the process of digestion -Complete a range of food tests and evaluate results 	<p>-Evaluate risk factors involved in different cancers and discuss what cancers are</p> <p>End term synoptic assessment</p>		<p>End term synoptic assessment</p>		<ul style="list-style-type: none"> -Review previously completed required practicals -Plan required practicals -Undertake planned practicals -Review data -Complete exam style questions <p>End term synoptic assessment</p>
<p>Texts:</p> <ul style="list-style-type: none"> -KS4 BBC Bitesize -Revision guides -GCSE Biology textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS4 BBC Bitesize -Revision guides -GCSE Biology textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS4 BBC Bitesize -Revision guides -GCSE Biology textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS4 BBC Bitesize -Revision guides -GCSE Biology textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS4 BBC Bitesize -Revision guides -GCSE Biology textbooks 	<p>Texts:</p> <ul style="list-style-type: none"> -KS4 BBC Bitesize -Revision guides -GCSE Biology textbooks
<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries, scientific concepts -Following and writing instructions: e.g. using quadrats safely 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries and key scientists -Following and writing instructions: Completing fitness tests 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: historical discoveries, scientific concepts and important scientists -Following and writing instructions: How vaccinations were created 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: scientific breakthroughs and changes across time -Following and writing instructions: Investigating photosynthesis 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: how the cell was discovered, and scientists built on others' work -Following and writing instructions: Investigating reaction times 	<p>Reading:</p> <ul style="list-style-type: none"> -Researching and reading: how scientists investigate and use data to identify changes -Following and writing instructions: Investigating temperature change
<p>Writing:</p>	<p>Writing:</p> <ul style="list-style-type: none"> -Complete a practical write up from an investigation – 	<p>Writing:</p> <ul style="list-style-type: none"> -Complete a practical write up from an investigation – 	<p>Writing:</p> <p>PEE Paragraphs.</p>	<p>Writing:</p> <ul style="list-style-type: none"> -Complete a practical write up from an investigation – 	<p>Writing:</p> <ul style="list-style-type: none"> -Complete a practical write up from an investigation –



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<ul style="list-style-type: none"> -Complete a practical write up from an investigation – identified focus e.g. planning -Use equipment and write risk assessments. -Follow scientific writing procedures e.g. using transects -Planning practicals -Presenting results 	<ul style="list-style-type: none"> identified focus e.g. making predictions -Follow scientific writing procedures e.g. -Making predictions -Presenting results 	<ul style="list-style-type: none"> identified focus e.g. recording results -Follow scientific writing procedures e.g. microbial growth -Recording results -Presenting results 	<ul style="list-style-type: none"> -Complete a practical write up from an investigation – identified focus e.g. Making conclusions using data -Follow scientific writing procedures e.g. investigating factors affecting rate -Using results -Presenting results 	<ul style="list-style-type: none"> identified focus e.g. evaluating procedures -Follow scientific writing procedures e.g. reaction times -Recording results -Presenting results 	<ul style="list-style-type: none"> identified focus e.g. Presenting results in different ways -Follow scientific writing procedures -Making conclusions -Presenting results
<p>Literacy:</p> <ul style="list-style-type: none"> Biotic Abiotic Adaptation Chain Cycle Impact Speciation Enzyme Digestion Biuret Iodine 	<p>Literacy:</p> <ul style="list-style-type: none"> Cardiovascular Heart Lungs Vessel Artery Vein Oxygenated Deoxygenated Plasma Tissue fluid Diffusion 	<p>Literacy:</p> <ul style="list-style-type: none"> Disease Communicable Bacteria Virus Protist Fungi Infectious Transmission Vector Host 	<p>Literacy:</p> <ul style="list-style-type: none"> Photosynthesis Rate Factor Transpiration Translocation Stomata Respiration Aerobic Anaerobic Lactic Acid Oxygen debt 	<p>Literacy:</p> <ul style="list-style-type: none"> Nervous Synapse Axon Dendrite Brain Medulla Cortex Stem Eye Lens Pupil 	<p>Literacy:</p> <ul style="list-style-type: none"> Erythrocyte Leukocyte Neutrophil Basophil Plasma Platelets Negative feedback Endocrine Hormone Insulin Glucagon Glucose
<p>SLC / Oracy:</p> <ul style="list-style-type: none"> Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings BUG the question 	<p>SLC / Oracy:</p> <ul style="list-style-type: none"> Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings BUG the question 	<p>SLC / Oracy:</p> <ul style="list-style-type: none"> Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings BUG the question 	<p>SLC / Oracy:</p> <ul style="list-style-type: none"> Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings BUG the question 	<p>SLC / Oracy:</p> <ul style="list-style-type: none"> Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings BUG the question 	<p>SLC / Oracy:</p> <ul style="list-style-type: none"> Think, Pair, Share. Reading aloud extracts / questions/ instructions. Discuss science concepts and findings BUG the question



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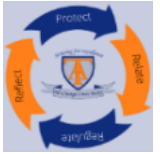


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<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>
<p>Real World Links / Careers: British Values Responsibility – to take accountability for own actions - safety SMSC (Moral –Recognise right and wrong – use of science for destructive purposes) Careers: Medical profession Scientists Pharmacist Farmer Dietician Veterinarian District nurse Ecologist Nature reserve staff Agriculture Inspector</p>	<p>Real World Links / Careers: British Values – Respect and Tolerance SMSC (Moral –Recognise right and wrong, understand consequences, discuss feelings of empathy, investigate moral and ethical issues – use of science to make transport safer). Careers: Science Chemist Bio-engineer Pharmacist Nurse Medical profession Farmer</p>	<p>Real World Links / Careers: British Values - Rule of Law – Respect societal laws and expectations SMSC (Moral –Recognise right and wrong, understand consequences, discuss feelings of empathy, investigate moral and ethical issues – speeding and its effects). Ambition – you can be whatever you want to be. Careers: Research scientist Medical profession Chemist Bio-engineer Gardener Farmer Nurse</p>	<p>Real World Links / Careers: British Values - Democracy – Participation to lessons and group discussions, Social – Develop social skills through class and pair discussions. SMSC (Moral – Investigate moral and ethical issues around space exploration). Podcast Producer, Weather forecaster, Journalist). Careers: Scientist Respiratory physiologist Medical professional Chemist Pharmacist</p>	<p>Real World Links / Careers: British Values - Mutual Respect – Listening and accepting other people’s views. SMSC (Moral – Investigate moral and ethical issues). Use of information in a responsible way. Careers: Scientist Doctor Nurse Medical research Optometrist Manufacturing Lens/ material science Sports science</p>	<p>Real World Links / Careers: British Values – Respect and Tolerance - to be mutually respectful, be kind, and promote equality, promoting individual liberty for all. SMSC (Moral – Investigate moral and ethical issues). Use data to act responsibly to look after surrounding environments. Careers: Scientist Doctor Nurse Medical research Phlebotomist</p>



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Animal Care Worker Countryside Ranger Journalist Activist		PR and marketing			
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Year 11: GCSE Biology AQA					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: 4.6. Inheritance, Variation and Evolution 1 WS1.1, 1.2, 1.3, 1.4, AT 5 RP B2</p> <p>Aims and Objectives: -Recall what DNA is and why it is important -Discuss DNA structure and extract it -Describe types of reproduction -Explain the importance of mitosis -Explain the importance of meiosis -Explain how we can determine sex -Use a range of genetic diagrams -Discuss several inherited disorders and potential treatments -Use family trees and screening to look at genetics</p>	<p>Topic: 4.6 Inheritance, Variation and Evolution 2 WS1.1, 1.2, 1.3, 1.4, AT5 RP B2</p> <p>Aims and Objectives: -Discuss and investigate the idea of variation -Evaluate the theory of evolution and discuss the evidence for our current model -Describe the formation and importance of fossils -Explain the process of speciation -Recall the method of classification used today -Discuss the history and importance of selective breeding -Explain the processes and issues around genetic engineering -Describe how to clone living things</p>	<p>Topic: 4.7 Ecology 2 WS 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6 AT 1,4,6 RP B8 B9 B10</p> <p>Aims and Objectives: -Discus the processes involved in decay and state the importance -Investigate decay -Stud the idea of biodiversity and state its importance along with sampling techniques -Explain what is meant by waste management -Discuss global warming and the associated issues -Explain what is meant by deforestation and its impacts -Discuss, with examples, trophic levels -Discuss, with examples, pyramids of biomass -Explain the importance of food security in modern life</p>	<p>Topic: Required Practical Catch up RP B – a range</p> <p>Aims and Objectives: -Review previously completed required practicals -Plan required practicals -Undertake planned practicals -Review data -Complete exam style questions</p>	<p>Topic: Exam practice and preparation of the future</p> <p>Aims and Objectives: -Review learning, identify knowledge/ skill gaps and address learning need</p>	<p>////////////////////</p>



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