

SUBJECT SPOTLIGHT – YEAR 7 SCIENCE

In recent weeks departments across the school have been evaluating their curriculum intent. Of course, all subjects are important, but our hope is that by studying Science pupils are better able to make sense of what they see. To that end we devised our Science Curriculum Intent:

The Science curriculum aims to impart the essential knowledge that pupils need to be educated citizens to have a better understanding of the world around them. The best lessons are those that build Science capital by relating learning to what matters to pupils the most and links to their interests, aspirations and daily lives.

The enthusiasm of Year 7 pupils is infectious, whether they be enthusiastically working as young Scientists studying microscope slides or marvelling at their first encounter with a Bunsen burner! They embark upon a five-year journey through to GCSE but make no mistake, Science can be hard, Science requires a particular set of skills, but Science also opens student eyes to the world around them, enabling them to see it in a whole different light.

Many of us have misconceptions about what we may see in our everyday lives which can arise for all sorts of different reasons. To this end Science Teachers work hard to anticipate these potential barriers to learning and tailor the curriculum to address them.

Maybe some of the readers of this piece are also confused by elements of Science!
In which case the points below could be effective discussion points around the dinner table!

- Heating boiling water more vigorously will make its temperature rise above 100°C.
- Heat is a substance which can flow from place to place.
- Ultrasound is extremely loud sound.
- Sound can transfer energy through empty space and travels faster than on Earth.
- Light is reflected by shiny surfaces, but light is not reflected at all from other surfaces.
- Falling objects stay at the same speed as they fall.
- Opening a parachute during freefall makes the skydiver go upwards.

If you want more regarding scientific misconceptions visit [Veratasium](#) to learn about misconceptions relating to temperature and heat.

Recently Year 7 have been studying cells and the human skeletal system. To improve their skills in communicating Science in a factual, logical and coherent way they are beginning to develop their ability to answer '6 mark' exam questions. These extended response questions require knowledge, a good grasp of key vocabulary and the ability to write a well-structured paragraph. These are skills that will improve over time with continual practice throughout the five-year journey to GCSE, forming part of our programme of formative assessment in Science.

Congratulations must go to 7E1 who have taken their study of cells in the body to a whole new level. Tasked with creating 3D models the results are outstanding:

