

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 7 Overview 2024-25 – Subject

Date	Wk	Wk	Units Studied & Learning Outcomes	Key Concepts & Assessment					
8 weeks (?? Lessons) (38Days)									
Tues 2-Sep	A	1	<ul style="list-style-type: none"> Overview of Unit/No. lessons 	<ul style="list-style-type: none"> Foundational Concepts Cell Biology & Organisation <p>Outcomes</p> <ul style="list-style-type: none"> Classify whether something is living or not using MRS GREN life processes Identify the parts of a plant and animal cell and the role of each of the organelles Know the parts that make up a light microscope and understand how to use one correctly Prepare specimens correctly and use a light microscope to focus and observe them. Name and identify different examples of specialised plant and animal cells, describing their role, linking this to structural adaptations they have to perform their role. Identify substances that cells must take in, get rid of for survival. Describe how this occurs. Understand that cells are built into larger structures, with examples. Know the definitions of tissue, organ and organ system. Identify the roles of tissues, organs and systems Know that organisms have adaptations for survival in their environment and be able to identify adaptations. Suggest how some adaptations aid survival. Understand the key process that leads to the survival and evolution of organisms over time. Understand how organisms are classified Understand why organisms need to be classified Describe the Linnean system of classification Apply knowledge of classification to classify examples of organisms <p>Skills used/learned</p> <ul style="list-style-type: none"> Practical skills Method writing Interpretation skills Evaluation skills <ul style="list-style-type: none"> Tier 2/3 Vocabulary <p>Referenced on PowerPoint slides, quick quizzes.</p> <ul style="list-style-type: none"> KW: Respiration, Excretion, Reproduction, Organelle, Mitochondria, Vacuole, Objective lens, Stage, chloroplast, diffusion <p>Links to root words- Etymology</p> <ul style="list-style-type: none"> The word 'chloroplast' derives from the Greek words Khloros and plastos, which mean green form. 					
9-Sep	B	2	Cells and Organisation and Survival/16 lessons						
16-Sep*	A	3	<ul style="list-style-type: none"> Lesson Sequence of Content: 						
23-Sep	B	4	Lesson 1-Understanding what makes something living						
30-Sep	A	5	Lesson 2 & 3-Learning about parts of plant and animal cells.						
7-Oct	B	6	Lesson 4-The light microscope and how it works						
14-Oct	A	7	Lesson 5-Using the light microscope to observe specimens						
21-Oct	B	8	Lesson 6-Learning about specialised animal cells Lesson 7-Learning about specialised plant cells Lesson 8-Classification Lesson 9-Understanding diffusion Lesson 10-Learning about tissues Lesson 11-Learning about organs Lesson 12-Learning about organ systems Lesson 13-Adaptations of organisms for survival Lesson 14-Natural selection and the survival of organisms Lesson 15-End of unit test and application Lesson 16- Long Answer Question						
			<ul style="list-style-type: none"> <u>Unit Learning Outcomes:</u> GW BI EW 						
			<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Year 6 – Identifying heart, lungs and blood vessels. Adaptations of organisms to their environment.</td> <td>Year 7- The content of a healthy human diet. - Consequences of imbalances in the diet - Tissues and organs of the human digestive system and how food is digested.</td> <td>Year 9 – Cells, tissues, organs and systems. Microscopy and stem cells. Year 10 – Transport in and out of cells. Year 11 – Adaptations for survival, Natural selection and the theories of evolution.</td> </tr> </tbody> </table>	Prior (Y6)	Current (Y7)	Next (Y8)	Year 6 – Identifying heart, lungs and blood vessels. Adaptations of organisms to their environment.	Year 7- The content of a healthy human diet. - Consequences of imbalances in the diet - Tissues and organs of the human digestive system and how food is digested.	Year 9 – Cells, tissues, organs and systems. Microscopy and stem cells. Year 10 – Transport in and out of cells. Year 11 – Adaptations for survival, Natural selection and the theories of evolution.
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			<ul style="list-style-type: none"> GW: Identify names cell organelles, tissues, organs and systems. State substances that move in and out of cells BI: Can link organs in the organ systems to their roles and the adaptations they have to perform the role. Can describe the roles of specialised cells and the adaptations 						

			<p>they have. Can predict which way substances might diffuse.</p> <ul style="list-style-type: none"> EW: Can suggest how unfamiliar adaptations might allow organisms to survive. Can understand how diffusion might speed up or slow down and identify how cells are adapted to maximise diffusion. <p>Assessment</p> <ul style="list-style-type: none"> ○ Starter quizzes based on previous learning ○ HSW Practical task – interpreting the results of cell diffusion practical ○ End of unit quiz 	<ul style="list-style-type: none"> • The word ‘diffusion’ derives from the Latin <i>diffundo</i>, which means ‘I spread or pour out’ • The word ‘vacuole’ comes from the Latin word <i>vacuus</i>, meaning empty. • <p>Links to culture</p> <ul style="list-style-type: none"> • Appreciation of how our bodies are made up from cells. • Understanding organisms around them. • Can link to organ transplants etc. <p>History</p> <ul style="list-style-type: none"> • Links to historical events such as the invention of early microscopes and the early observation of cells. Links to Charles Darwin and ideas about evolution • In 1859, Charles Darwin set out his theory of evolution by natural selection as an explanation for adaptation and speciation. He defined natural selection as the "principle by which each slight variation [of a trait], if useful, is preserved". <p>Careers links:</p> <ul style="list-style-type: none"> • Careers involving knowledge of anatomy • Lab-based careers – uses of microscopes to analyse samples • Engineering links to production of artificial organs and machines • Ecological and conservation links <p>EDI links:</p> <ul style="list-style-type: none"> • Organisms from different continents around the world • Theory of evolution – religious beliefs • Max Perutz- Red blood cells (specialised cells) • Betty Hay – significant understanding of cell and development biology <p><i>Parent and Carers month/Black History month 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day 5/10 world teachers day 6/10 World cerebral palsy day</i></p> <ul style="list-style-type: none"> • Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)
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Half-Term			7 weeks (?? lessons) (35 Days)	
4-Nov	A	9	<p>Overview of Unit/No. lessons Reproduction: 11 lessons</p> <p>Lesson Sequence of Content: Lesson 1-The Egg and The Sperm Lesson 2-Male and Female reproductive organs Lesson 3-Growth in the womb Lesson 4-The Menstrual Cycle</p>	<ul style="list-style-type: none"> • Equality Diversity and Inclusion (EDI) links? <i>Mens health awareness month/disability confident month 1/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 25/12 Christmas Day</i>
11-Nov	B	10		
18-Nov	A	11		
25-Nov	B	ST1		

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2-Dec	A	ST1	Lesson 5-Puberty Lesson 6-Mother to Baby	<p>Foundational Concepts: Cell Biology, Genetics, variation & evolution and Homeostasis</p> <p>Outcomes</p> <ul style="list-style-type: none"> Identify what is required for fertilisation to occur Describe the organs of the male and female reproductive system and explain how reproduction occurs. Understand how the foetus develops during pregnancy. Understand the stages of The Menstrual cycle and the role of hormones Describe the changes that occur during puberty. Identify the substances that pass from mother to foetus and explain the effects of this transmission. Understand how plants reproduce Understand how and why seeds are spread Understand the role of DNA is passing on characteristics. <p>Skills used/learned</p> <ul style="list-style-type: none"> Practical skills Method writing Interpretation skills Evaluation skills <ul style="list-style-type: none"> KW: Gamete, reproduction, fertilisation, DNA, Chromosome, Nucleus, Ovary, Oviduct, Vagina, Uterus, Testes, Sperm duct, Penis, Urethra, puberty <p>Links to root words- Etymology</p> <ul style="list-style-type: none"> The word 'puberty' derives from the Latin word 'pubertas' meaning maturity. <p>Tier 2/3 Vocabulary Referenced on PowerPoint slides, quick quizzes.</p> <p>Links to culture</p> <ul style="list-style-type: none"> Links to pregnancy prevention and caring for your baby. Development of embryo throughout pregnancy, misconceptions about pregnancy, conception and STIs Gardening and horticulture. Twins – differences between identical & non-identical <p>History</p> <ul style="list-style-type: none"> Pollination is believed to have begun around 130-150 million years ago. One of the first microscopists was Antonj van Leeuwenhoek (1632–1723) who, amongst his many other discoveries, was the first to conduct rigorous observations on human spermatozoa 						
9-Dec	B	14	Lesson 7-Plant structure and fertilisation Lesson 8-Spreading pollen							
16-Dec			Lesson 9-Inside the Nucleus Lesson 10-End of unit test and application Lesson 11-Long Answer Question							
			<table border="1"> <thead> <tr> <th>Prior</th> <th>Current</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>Understand Reproduction in Humans and Plants</td> <td>Year 9 – Hormones Year 11 – Inheritance</td> </tr> </tbody> </table> <ul style="list-style-type: none"> GW: Recall the main cells and organs involved in reproduction BI: Describe how reproduction occurs in plants and animals EW: Explain the role of the nucleus in reproduction <p>Assessment</p> <ul style="list-style-type: none"> HSW practical task – students should be able to explain findings using their Science knowledge End of unit quiz Long answer extension question at the end of the unit Application task 	Prior	Current	Next	N/A	Understand Reproduction in Humans and Plants	Year 9 – Hormones Year 11 – Inheritance	
Prior	Current	Next								
N/A	Understand Reproduction in Humans and Plants	Year 9 – Hormones Year 11 – Inheritance								
	A	15								

			<ul style="list-style-type: none"> Careers: midwifery, fertility treatment, plant breeding, conservation, microbiologist, laboratory technician, process development, research scientist, cell biologist genetic scientist <p>EDI links:</p> <ul style="list-style-type: none"> Male and female genitalia at birth Puberty- physical differences Diversity & inclusion – LGBT Awareness of difference between gender and biological gender
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Christmas Holiday 6 weeks (?? lessons) (30 Days)

6-Jan	B	16	<p>Overview of Unit/No. lessons Nutrition and digestion/11 lessons</p> <p><u>Lesson Sequence of Content:</u> Nutrition and digestion: Lesson 1-Understanding what diet means and how foods can be grouped and what nutrients are Lesson 2-Knowing what a balanced diet is and how this links to the nutrients we need. Lesson 3 & 4-Using chemical reagents to test for nutrients in food Lesson 5 & 6-Learning about the structure and function of the digestive system Lesson 7-Modelling absorption of nutrients in the small intestines Lesson 8-Understand what digestive enzymes are and how they work inside the digestive system Lesson 9-The consequences of imbalances in the diet Lesson 10-End of unit test and application Lesson 11-Long answer question</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: yellow;">Prior</th> <th style="background-color: yellow;">Current</th> <th style="background-color: yellow;">Next</th> </tr> </thead> <tbody> <tr> <td>Year 6 – Lifestyle and health – impact on the body Year 7 - Organ systems</td> <td>KS3 NC- The content of a healthy human diet. -Consequences of imbalances in the diet - Tissues and organs of the human digestive system and how food is digested.</td> <td>Year 10 – Digestive system and enzymes.</td> </tr> </tbody> </table>	Prior	Current	Next	Year 6 – Lifestyle and health – impact on the body Year 7 - Organ systems	KS3 NC- The content of a healthy human diet. -Consequences of imbalances in the diet - Tissues and organs of the human digestive system and how food is digested.	Year 10 – Digestive system and enzymes.	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i> <i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i>
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Year 6 – Lifestyle and health – impact on the body Year 7 - Organ systems	KS3 NC- The content of a healthy human diet. -Consequences of imbalances in the diet - Tissues and organs of the human digestive system and how food is digested.	Year 10 – Digestive system and enzymes.								
13-Jan	A	17								
20-Jan	B	18								
27-Jan	A	19								
3-Feb	B	20								
10-Feb	A	21								

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			<ul style="list-style-type: none"> • GW: Identify names of nutrients, foods that contain them and basic structures of the digestive system • BI: Can link organs in the digestive system to their roles and the adaptations they have to perform the role. Can describe what a digestive enzyme is. • EW: Can evaluate the role of digestive enzymes and explain their importance – making links to absorption. <p>Assessment</p> <ul style="list-style-type: none"> ○ Starter quizzes based on previous learning ○ HSW Practical task – being able to explain why certain nutrients can pass through a membrane and others cannot ○ End of unit quiz ○ Long answer extension question at the end of the unit <p>Application task</p>	
Half-Term			6 weeks (?? lessons) (29 Days)	
25-Feb	B	22	INSET 24th Feb	<ul style="list-style-type: none"> • Equality Diversity and Inclusion (EDI) links? <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i>
3-Mar	A	23		
10-Mar	B	24		
17-Mar	A	25		
24-Mar	B	26		
31-Mar	A	27		
Easter Holiday			5 weeks (?? lessons) (23 Days)	
22-Apr	B	28	Easter Monday 21st Early May bank hol 6/5	<ul style="list-style-type: none"> • Equality Diversity and Inclusion (EDI) links? <i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i>
28-Apr	A	29		
5-May	B	30		
12-May	A	ST2		
19-May	B	ST2		
Half-Term				
2-Jun	A	33	SJB INSET 4/7	<ul style="list-style-type: none"> • Equality Diversity and Inclusion (EDI) links? <i>LGBTQ+ pride month.</i>
9-Jun	B	34		

16-Jun	A	35	<i>Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day</i>
23-Jun	B	36	
30-Jun	A	37	
7-Jul	B	38	
14-Jul	A	39	
(Total: 189 Days)			

Overview of Year 7	
Based on your Flight Path	By the end of Year 7, students will have learned
GW:	<ul style="list-style-type: none"> • Classify whether something is living or not using MRS GREN life processes • Identify the parts of a plant and animal cell and the role of each of the organelles • Know the parts that make up a light microscope and understand how to use one correctly • Name and identify different examples of specialised plant and animal cells • Identify substances that cells must take in and get rid of for survival • Understand that cells are built into larger structures, with examples. Know the definitions of tissue, organ and organ system. • Identify the roles of tissues, organs and systems • Know that organisms have adaptations for survival in their environment and be able to identify adaptations • Understand why organisms need to be classified • Identify what is required for fertilisation to occur • State the plant and human sex cells • Identify the nutrients needed by the body. • State examples of foods that are rich sources. • Identify the presence or absence of key nutrients using chemical reagents and evaluation of the practical as a qualitative test. • Understand the role of the digestive system, • Identify the key organs in the digestive system • Stating what an enzyme is and understanding their key role. • Identify that different enzyme types are responsible for digesting different nutrients. • Identify reasons why humans may have imbalanced diets
BI:	<ul style="list-style-type: none"> • Describe the role of specialised cells • Describe how cells let substances in and out. • Describe the Linnean system of classification • Identify what is required for fertilisation to occur • Describe the organs of the male and female reproductive system and explain how reproduction occurs. • Describe how the foetus develops during pregnancy. • Describe the changes that occur during puberty. • Describe how plants reproduce • Describe why key nutrients are needed. • Describe how the key organs work in the digestive system • Describe the consequences imbalances of nutrients may have on the body, with named examples. •
EW:	<ul style="list-style-type: none"> • Prepare specimens correctly and use a light microscope to focus and observe them. • Link to structural adaptations specialised cells have to perform their role. • Explain the roles of tissues, organs and systems

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	<ul style="list-style-type: none"> • Suggest how some adaptations aid survival. • Apply knowledge of classification to classify examples of organisms • Explain the key process that leads to the survival and evolution of organisms over time. • Understand the stages of The Menstrual cycle and the role of hormones • Know the substances that pass from mother to foetus and explain the effects of this transmission. • Describe how and why seeds are spread • Explain the role of DNA is passing on characteristics. • Evaluation of food intake as a balanced diet and suggestions of how to improve the intake of nutrients. • Identify the presence or absence of key nutrients using chemical reagents and evaluation of the practical as a qualitative test. • Understand the role of the digestive system, identifying the key organs and how each one works. • Evaluating a demo of the digestive system as a suitable model or how to improve it. • Explain how enzymes work
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Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)