De La Salle School Science Curriculum Year 9

Year 9 Term 1	Year 9 Term 2	Year 9 Term 3
Cell Biology Atomic structure Energy	Organisation Structure & Bonding Electricity	Infection & Response Quantitative Chemistry Particle model of matter
Essential Knowledge, Skills and Understanding		
Maths in Science skills Literacy skills & new terminology Graphing & analytical skills via formative assessment Lab techniques & practical skills Investigative skills using CHAMP to write up Required Practical's from Biology, Chemistry & Physics Variables: Independent, Dependent & controls.	Maths in Science skills Literacy skills & new terminology Graphing & analytical skills via formative assessment Lab techniques & practical equipment Investigative skills using CHAMP Required Practical's from Biology, Chemistry & Physics Variables: Independent, Dependent & controls.	Maths in Science skills Literacy skills & new terminology Graphing & analytical skills via formative assessment Lab techniques & practical equipment Investigative skills using CHAMP Required Practical's from Biology, Chemistry & Physics Variables: Independent, Dependent & controls.
Assessment and Assessment Focus		
Quizzes / Prior understanding/memory recall Most lessons will begin with some form of memory recall based upon pupil's prior learning. This could be a bell time activity, 5 a day questions, or blast from the past mini quiz. They are designed to consolidate & re-test knowledge previously taught.	**Quizzes / Prior understanding/memory recall** Most lessons will begin with a starter of 5 a day (or quiz) which will assess prior knowledge to consolidate learning. Although based upon recent lack of understanding, teachers will add in knowledge learnt in previous terms as well to keep pupil's long-term memory active.	**Quizzes / Prior understanding/memory recall** Most lessons will begin with a short task to access memory from previously taught material which can be discussed further to consolidate long term learning.

Regular testing both formative and summative will take place at discreet points and alongside SLT determined assessment windows. We will assess the knowledge and understanding from the three major units covered so far. The data from this will be used to determine suitability for pupil access to higher or foundation level. Use of mini-mocks and key knowledge questions alongside other exam-based practice will be used to prepare students for testing. DTT-Therapy questions/reteach/re--test based upon misconceptions will be addressed. Gaps in knowledge will be plugged before moving onto new material.	Regular testing both formative and summative will take place at discreet points and alongside SLT determined assessment windows. We will assess the knowledge and understanding from the three major units covered so far. The data from this will be used to determine suitability for pupil access to higher or foundation level. Use of mini-mocks and key knowledge questions alongside other exam-based practice will be used to prepare students for testing. DTT-Therapy questions/reteach/re--test based upon misconceptions will be addressed. Gaps in knowledge will be plugged before moving onto new material.	End of term summative test alongside regular mini-mocks will take place in term 3. DTT-Therapy booklets produced based upon findings & weaknesses. Independent learning – Whole school policy followed to set exam style questions, mind maps, flashcards using key knowledge organisers will be set as homework's, but more revision style & exam-based learning to prepare for mock exams.