

<u>Curriculum Overview – Science</u>

		Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Sum
Year	Overview	(Weeks 1 – 7)	(Weeks 8 – 14)		(Weeks 15 -20)	(Weeks 21 -25)	(Weeks 26 - 32)	(Weeks
		Ecosystems:	Ecosystems:		Students will study the three			Students will s
	Introduction to Caister Science	Students will link the structure			units on a rotation:	units on a rotation:	units below on a rotation:	units below or
		•	structure and function of					
			plants to the environment			Cells and Movement:	Digestion and Gas Exchange:	Digestion and
		u	and the impact on the			Students will learn that all		Students will b
			organisms living there.	terms.	multicellular organisms have		describe what happens to our	
		•	Students will discover how all	-		a hierarchy of organisation.		food when it e
		5	organisms are	previous		They will learn what the		digestive syste
7		-	interdependent and one	evi	-	different organelles do and		why the condi
/			small change to the	dpr	· · · · ·	will view cells from plants	-	are so importa
			ecosystem can have far	and		and animals under a		constant. They
		-	ranging consequences.	E	-	microscope. Students will	how the body obtains oxygen	-
		Students will develop an		ter	explain how the skeleton and		and excretes carbon dioxide.	-
		understanding of the particle		rst	U U U	muscles work together to		
			Foundations of Chemistry:	e fi		provide movement, as well		
			Students will develop an	over the first term		as protecting our internal	Periodic table and elements:	Periodic table
			understanding of the particle	ver	organs.	organs.	Students will be able to use	Students will b
			model of matter and how				the universal language of the	the universal la
			particle behaviour changes	essing the knowledge retained (Classroom assessment)		Earth Structure and Rock	periodic table to describe	periodic table
		practical work to support their		retai ent)	-	Cycle:	how atoms, elements,	how atoms, el
			Students will need to make	e re ner		Students will be able to	compounds, and mixtures	compounds, ai
			accurate measurements from	dge issr		describe the internal	interact with each other. They	interact with e
		_	practical work to support	wledge assessm		structure of the Earth and	will learn how group 1 and	will learn how
		Students will define what a	their ideas.	vor n a	-	will explain how different		group 7 eleme
		force is and will explore		e knc oom		rock types are formed and		with each othe
		different systems that involve		ing the Classre	the impact of the conditions	the impact of the conditions		ionic compour
		forces. They will learn that		ing Cla	they are created in affects	they are created in affects		
		mass and weight are not the	Introduction to Physics:) (their properties.	their properties.		Owentifying Fr
		same and will be able to	Students will define what a	Ass				Quantifying Er
		describe how energy is stored	force is and will explore	Î.	-	Sound and Light:		Students will b
		and transferred.	different systems that	nts	Students will explore the	Students will explore the		work in the au
			involve forces. They will	me	nature of light and sound as	nature of light and sound as		describe how e
			learn that mass and weight	essments	waves. They will be able to	waves. They will be able to		transferred an
			are not the same and will be	Š	explain how light and sound	explain how light and sound		importance of
			able to describe how energy	e As	are reflected and will	are reflected and will		efficiency, pow
			is stored and transferred.	Summative	understand how white light	understand how white light		the National G
				, ma	can be split to form an	can be split to form an	our national infrastructure.	our national in
				m	infinite number of colours	infinite number of colours		
				m	that can be mixed.	that can be mixed.		
	Each unit has a short test-based	Each unit has a short test-	Each unit has a short test-	Stage	Each unit has a short test-	Each unit has a short test-	Each unit has a short test-	Each unit has
	assessment, which will be	based assessment, which will	based assessment, which will	Sta	based assessment, which will	based assessment, which will	based assessment, which	based assess
	marked by the teacher. Students	be marked by the teacher.	be marked by the teacher.	Key	be marked by the teacher.	be marked by the teacher.	will be marked by the	will be marke
	will receive feedback on	Students will receive feedback	Students will receive	Ť	Students will receive	Students will receive	teacher. Students will	teacher. Stud
	successes and areas requiring	on successes and areas	feedback on successes and		feedback on successes and	feedback on successes and	receive feedback on	receive feed
	further support.	requiring further support.	areas requiring further		areas requiring further	areas requiring further	successes and areas	successes an
			support.		support.	support.	requiring further support.	requiring fur
					Caister Window 1:	Caister Window 1: 01/2026–	Trust-wide Assessment	Truck 11 t
						02/2026	Window 2, 100 12020	Trust-wide Ass
					-, 1020 02, 2020	,		Window 2: /06

mmer 2		Student Resources
ks 33 - 38) study the three		Further Reading:
on a rotation:		 What If by Randall Munroe Curious Minds by Jordan Moore
d Gas Exchange: be able to at happens to our enters our	ious terms.	 Ready Player 1 by Ernest Cline Horrible Science series by Nick Arnold
tem and explain ditions inside us tant to keep	and previ	Student extra-curricular opportunities
ey will explain y obtains oxygen carbon dioxide.	ond term	 Trip to Jimmy Farm wildlife park KS3 Science Club – Caister's
e and elements:	le sec	own science Taskmaster
be able to use language of the e to describe elements, and mixtures each other. They w group 1 and nents interact her to create unds.	ments – Assessing the knowledge retained over the second term and previous terms (Classroom assessment)	
Energy: build upon the outumn term to v energy is and the of energy ower rating and Grid's role in infrastructure.	Key Stage 3 Summative Assessments – Assessin (C	
as a short test- ssment, which ked by the udents will dback on and areas arther support.	Key Stage 3	
ssessment 06/2026		

	Students will begin with <u>Science</u>		Genetics and Evolution:	Reproduction:	-		Photosynthesis
	/	Students will explore Darwin's	•	Students will state the		-	Respiration :
		-	Darwin's theory of evolution	different between variation		Students will explore the	Students will ex
			and how it occurs through	and reproduction –			processes of res
			inheriting characteristics.	Understanding the biological	Understanding the biological		photosynthesis
			This will be pupils first	processes of reproduction			they are vital fo
			introduction into how genetic		-	-	Earth. Pupils le
8		determined.	makeup are is determined.	why variation is important		difference between beathing	
0				and how reproduction plays			and respiration
			Forces & motion:	a key part.	a key part.		use oxygen in cl
		Students will investigate the	Students will investigate the	Climate and recourses.	Climate and resources:	reaction.	reaction.
			different types or contact &	Climate and resources:		Motols and Non-motols	Matala and Na
		-	non-contact forces. They will describe how these forces	Pupils have their first exposure to dangers that		-	Metals and Nor acids and alkali
			impact motions of objects	face the modern world and			
			and draw diagrams to	how our climate is changed			properties of m
			represent the motion path.	with our use of finite	_		and alkalis. Pup
			represent the motion path.		resources. How will can limit	-	predict reaction
		Separating mixtures:	Separating mixtures:	our production of			formed when a
			Students will explore the		greenhouse gases for a more		with specific me
			different methods to	sustainable future.	sustainable future.		
		mixtures and compounds.	separate mixtures and			Electricity and	Electricity and
		They will be able to describe	compounds. They will be able	Space:		-	Electromagneti
		the chromatography	to describe the	Students will discover the	Students will discover the	-	Students will de
		filtration and ovaporation in	chromatography, filtration	wonders of space and planet	wonders of space and planet	key properties of electricity	key properties o
		detail.	and evaporation in detail.	orbits. Pupils build on their	orbits. Pupils build on their	and magnetism. Students	and magnetism
				knowledge from KS2 and will	knowledge from KS2 and will	learn the uses of	learn the uses c
				be able to articulate how Earth's tides are affected by	be able to articulate how	permanent magnets and	magnets and th
				our moon and why planets			between series
				constantly move.	our moon and why planets		circuits. This un
					constantly move.	_	will be applied t
						11 1	skills.
	Each unit has a short test-based		Each unit has a short test-	Each unit has a short test-			Each unit has a
			based assessment, which will		based assessment, which will		
	marked by the teacher. Students	Students will receive feedback	be marked by the teacher.	be marked by the teacher. Students will receive			be marked by th
			feedback on successes and	feedback on successes and	Students will receive feedback on successes and		Students will re feedback on suc
	further support.		areas requiring further	areas requiring further			areas requiring
			support.	support.			support.
			support.	Caister Window 1:	Caister Window 1: 01/2026–		
							Truct wide Acce
							Trust-wide Asse
	Chudonte chudu the three units		Usaliku	01/2026-02/2026	02/2026	Window 2: /06/2026	Window 2: /06/
			Health:	01/2026 02/2026 Students study the three	02/2026 Students study the three	Window 2: /06/2026 Students study the three	Window 2: /06/ Students study
	on a rotation:	Students will understand the	Students will understand the	01/2026-02/2026	02/2026 Students study the three	Window 2: /06/2026 Students study the three	Window 2: /06/
	on a rotation:	Students will understand the different forms of disease that	Students will understand the different forms of disease	01/2026– 02/2026 Students study the three units on a rotation:	02/2026 Students study the three units on a rotation:	Window 2: /06/2026 Students study the three units on a rotation:	Window 2: /06/ Students study units on a rotat
	on a rotation:	Students will understand the different forms of disease that can affect humans and how	Students will understand the different forms of disease that can affect humans and	01/2026– 02/2026 Students study the three units on a rotation: Cell Biology core concepts	02/2026 Students study the three units on a rotation: Cell Biology core concepts	Window 2: /06/2026 Students study the three units on a rotation: Organisation:	Window 2: /06/ Students study units on a rotat Organisation:
	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections.	Students will understand the different forms of disease that can affect humans and how our bodies fight the	01/2026-02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems:	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems:	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on	Window 2: /06/ Students study units on a rotat Organisation: Students will de
	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able	01/2026-02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on previous knowledge of large-	Window 2: /06/ Students study units on a rotat Organisation: Students will de previous knowle
	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a	01/2026 02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on previous knowledge of large- scale organisation and focus	Window 2: /06/ Students study units on a rotat Organisation: Students will de previous knowle scale organisati
	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested.	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is	01/2026–02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on previous knowledge of large- scale organisation and focus on the digestive system &	Window 2: /06/ Students study units on a rotat Organisation: Students will de previous knowle scale organisati on the digestive
	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested.	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a	01/2026–02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on previous knowledge of large- scale organisation and focus on the digestive system & enzymes. This can be linked	Window 2: /06/ Students study units on a rotat Organisation: Students will de previous knowle scale organisati on the digestive enzymes. This c
	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested. Types of reactions.:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested.	01/2026–02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell membrane. Pupils will	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell membrane. Pupils will	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on previous knowledge of large- scale organisation and focus on the digestive system & enzymes. This can be linked to chemistry and chemical	Window 2: /06/ Students study units on a rotat Organisation: Students will de previous knowle scale organisati on the digestive
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	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested. Types of reactions.: Students will investigate the different types of chemical	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested. Types of reactions.: Students will investigate the	01/2026–02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell membrane. Pupils will improve their understanding	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell membrane. Pupils will improve their understanding	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on previous knowledge of large- scale organisation and focus on the digestive system & enzymes. This can be linked to chemistry and chemical reactions within a system	Window 2: /06/ Students study units on a rotat Organisation: Students will de previous knowle scale organisation the digestive enzymes. This c to chemistry an
	on a rotation:	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested. Types of reactions.: Students will investigate the different types of chemical reaction, and the energy	Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested. Types of reactions.: Students will investigate the different types of chemical	01/2026–02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell membrane. Pupils will improve their understanding of ecology and how all	02/2026 Students study the three units on a rotation: Cell Biology core concepts Ecosystems: Students will investigate the internal structures of cells and how materials are transported across the cell membrane. Pupils will improve their understanding of ecology and how all	Window 2: /06/2026 Students study the three units on a rotation: Organisation: Students will develop on previous knowledge of large- scale organisation and focus on the digestive system & enzymes. This can be linked to chemistry and chemical reactions within a system Fundamental chemistry	Window 2: /06/ Students study units on a rotat Organisation: Students will de previous knowle scale organisati on the digestive enzymes. This c to chemistry an reactions withir
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Further Reading:

- What If by Randall Munroe \succ
- \triangleright Curious Minds by Jordan
 - Moore
- Ready Player 2 by Ernest Cline

Student extra-curricular opportunities

> Trip to Harry Potter WB studios

KS3 Science Club – Caister's own science Taskmaster

Further Reading:

- What If by Randall Munroe
- Curious Minds by Jordan \triangleright Moore
- \triangleright Project Hail Mary 2 by Andy Weir

Energy- heating and cooling:	Energy- heating and cooling:		graphs. This will be the	graphs. This will be the	Forces and their effects:	Forces and their effects:	
Students will explore the	Students will explore the	f	oundation of future topics	foundation of future topics	Students will investigate the	Students will investigate the	
energy transfers associated	energy transfers associated	9	such as rates of reaction	such as rates of reaction	different types of forces and	different types of forces and	
with heating and cooling. This	with heating and cooling.				how they act. Students will	how they act. Students will	
unit will build upon pupils	This unit will build upon		Waves Interactions:	Waves Interactions:	calculate the forces applied	calculate the forces applied	
understand of states of	pupils understand of states	4	Students will investigate the	Students will investigate the	to objects and compare	to objects and compare	
matter in year 7 and prepare	of matter in year 7 and	ł	properties of waves	properties of waves including		objects weights on different planets. Students will make	
of KS4 knowledge. Simply	prepare of KS4 knowledge.	i	ncluding the		planets. Students will make	links to energy and ways to	
put will do things melt.	Simply put will do things		electromagnetic spectrum.	spectrum. Students will use	links to energy and ways to	reduces effects of friction.	
	melt.	4	Students will use previous	previous knowledge from	reduces effects of friction.		
		ŀ	knowledge from year 7 & 8	year 7 & 8 to understand			
		t	o understand how waves	how waves transfer energy			
			ransfer energy and how to	and how to calculate wave			
		c	calculate wave speed.	speed.			

	Each unit has a short test-based assessment, which will be marked by the teacher. Students will receive		Each unit has a short test- based assessment, which will be marked by the teacher.		Each unit has a short test-based assessment, which will be marked	Each unit has a short test- based assessment, which will be marked by the	Each unit has a short test- based assessment, which will be marked by the	Each unit has a short test- based assessment, which will be marked by the teacher.	Further Reading: ➤ Year 9 Knowledge organisers term 1 ➤ KS4 Homework support guide
	feedback on successes and areas requiring further support.		Students will receive feedback on successes and areas requiring further		by the teacher. Students will receive feedback on successes and areas requiring	teacher. Students will receive feedback on successes and areas	teacher. Students will receive feedback on successes and areas requiring further support.	Students will receive feedback on successes and areas requiring further support. Trust-wide Assessment	 Current 'Science journals for kids Student extra-curricular opportunities
					further support. Caister Window 1: 01/2026– 02/2026	Caister Window 1: 01/2026– 02/2026	Trust-wide Assessment Window 2: /06/2026	Window 2: /06/2026 16/06/2023	 Harry Potter at Warner Bros. Studio KS3 Science Club – Caister's own science Taskmaster
	Students study the three units on a		Cell Biology & Infection and		Organisation:	Organisation:	Ecology:	Ecology:	Further Reading:
	rotation:	and response:	response:		Students will develop	Students will develop on	Students will explore the	Students will explore the	KS4 Homework support guide
		Students will explain the different forms of disease	different forms of disease		on previous knowledge of large-scale		biological processes that go on in ecosystems and	biological processes that go on in ecosystems and how they	 Current 'Science journals for kids Norwich science museum trip
		that can affect humans	that can affect humans and		-	the key organ systems in	how they can be	can be evaluated. We evaluate	
		and how our bodies fight			organ systems in our	our bodies and how they	evaluated. We evaluate	human impact on our	
		the infections. Pupils will be able to distinguish	infections. Pupils will be able		bodies and how they	work. Pupils will link	human impact on our	environment and understand	
		•	to distinguish between a virus, bacteria and protist.		work. Pupils will link	previous learning and	environment and understand how to make	how to make estimate for population and its importance	
		and protist. Students will	Students will also build upon		previous learning and	apply to a whole scale with	estimate for population	to monitor.	
		-	their KS3 cell knowledge and			both animals and plants internal systems. This can	and its importance to		
		cell knowledge and learn the benefits of cell	learn the benefits of cell differentiation.			be linked to chemistry and	monitor.		
		differentiation.			This can be linked to	chemical reactions within a			
			Atomic structure &		chemistry and chemica	system.	Particle model: Students	Particle model: Students will	
		Atomic structure &	Bonding:		reactions within a		will understand the	understand the particular	
		-	Students will Investigate how		system.	Bioenergetics -		nature of matter and how it	
		.	compounds form and the properties compounds.		Bioenergetics -	Respiration : Students will explore in	and how it relates to material design.	relates to material design. Atomic structure: Explore the	
10			Pupils will explain how ionic,		Respiration:	detail the processes of	5	evidence for atomic structure	
		compounds. Pupils will	covalent and metallic bonds	lent	Students will explore in	photosynthesis and		and radioactivity in great	12
		explain how ionic,	form and represent the	wss	detail the processes of	respiration with reference	structure and radioactivity		ssments
		covalent and metallic bonds form and	compounds via diagrams. pupils will learn how and why	Asse	photosynthesis and respiration with	to limiting factors, aerobic and anaerobic respiration.	in great		See
			models change and use the	nal /	reference to limiting	Pupils will make links to			asse
		via diagrams. pupils will	atomic model as an example.	Forn	factors, aerobic and	chemistry when			hal
		learn how and why		KS4 I	anaerobic respiration.	understanding how our			Formal
		models change and use the atomic model as an	Energy: Students will Investigate the energy	Ť	Pupils will make links to chemistry when	produce energy.			KS4
		example.	transfers that take place in		understanding how our				
			the world around us and the		body used oxygen to	Quantitative Chemistry			
		Energy: Students will	impact they have on our		produce energy.	Chemical changes:			
		Investigate the energy transfers that take place	society. Students will use their knowledge and apply to		Quantitative	Students will understand			
		in the world around us	practical skills to gather data		Chemistry	the industrial process of electrolysis and the			
		and the impact they have	-		Chemical changes:	calculations that underpin			
		on our society. Students			Students will	chemistry. We will predict			
		will use their knowledge and apply to practical	Electricity: Students will		understand the	salts and write a			
		skills to gather data for	explore electricity in terms of resistance, energy		industrial process of	comprehensive method for	r		
		equation practice.	transfer and power.		electrolysis and the calculations that	pupil's practical skills.			
			Students will use their		underpin chemistry.	depth than KS3.			
		Electricity : Students will explore electricity in	knowledge and apply to		We will predict salts				
		terms of resistance,	practical skills to gather data for equation practice.		and write a				
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		power. Students will use			for pupil's practical				
		their knowledge and apply to practical skills to			skills.				
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Each unit has a short test-based	Each unit has a short test-	Each unit has a short test-	Each unit has a short	Each unit has a short test-	
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Trust-wide Assessment Window 1:	Trust-wide Assessment	Trust-wide Assessment	Trust-wide Assessment	Trust-wide Assessment	
5/12/2022- 16/12/2022, (Full Paper 1	Window 1: /11/2025-	Window 1: 5/11/2025- (Full	Window 2: 1/2026-	Window 3: 03/26- (Full	
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