



Subject: Biology

Lead Teacher: Mrs S Dainty

Year: 7

## Curriculum organisation

Students are taught in mixed groups of 30 for one hour per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	<ul style="list-style-type: none"> <li>Cells</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be "living"?</li> </ul>	<ul style="list-style-type: none"> <li>The seven life processes</li> <li>Mitochondria</li> <li>Ribosomes</li> <li>Cell membrane</li> <li>DNA</li> <li>Nucleus</li> <li>Tissues and organs</li> </ul>	<ul style="list-style-type: none"> <li>Practical skills – use of microscopes</li> <li>Creative skills – making model cells.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Pair work</li> <li>Practical activities</li> <li>Watching short video clips</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>Reproduction in humans and plants</li> </ul>	<ul style="list-style-type: none"> <li>How do organisms give rise to new organisms?</li> </ul>	<ul style="list-style-type: none"> <li>Sperm</li> <li>Egg</li> <li>Puberty</li> <li>Menstrual cycle</li> <li>Foetus</li> <li>Pollen</li> <li>Stamen</li> <li>Ovule</li> </ul>	<ul style="list-style-type: none"> <li>Scientific method</li> <li>Graph drawing</li> <li>Drawing tables</li> </ul>	
Summer Term	<ul style="list-style-type: none"> <li>Variation and inheritance</li> <li>Ecology</li> <li>Evolution</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important for organisms to show variation?</li> <li>How do organisms depend on each other?</li> <li>How do new species come into existence?</li> </ul>	<ul style="list-style-type: none"> <li>Variation</li> <li>Mutation</li> <li>Species</li> <li>Food chain</li> <li>Food web</li> <li>Niche</li> <li>Pollinator</li> <li>Natural selection</li> <li>Extinction</li> <li>Biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>Collecting and tabulating data</li> <li>Converting tabulated data into suitable graphs.</li> <li>Make predictions about effects of changes in a food chain</li> </ul>	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Exercise book</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge focus)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self-assessment</li> <li>• Homework tasks</li> <li>• Retrieval practice activities</li> </ul>
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Lunch time drop in</li> <li>• Biology Google site. Students will have the address in their exercise book.</li> <li>• Websites which are very helpful are: <ul style="list-style-type: none"> <li>- The Science Break <a href="https://www.youtube.com/@TheScienceBreak">https://www.youtube.com/@TheScienceBreak</a></li> <li>- BBC Bitesize <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li> <li>- Fuseschool <a href="https://www.youtube.com/@fuseschool">https://www.youtube.com/@fuseschool</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to use the resources on the google site.</li> <li>• Help your child to learn content using retrieval practice methods for example use of flash cards.</li> </ul>
Inclusion	
In lessons	Subject specific
<ul style="list-style-type: none"> <li>• All teachers read the individual student passports and SEND requirements.</li> <li>• Teachers will make reasonable adjustments and adapt aspects of their teaching delivery to accommodate viable changes and modifications to allow all pupils to access the subject content.</li> <li>• Exams access - We follow the JCQ guidelines on access in unit tests, end-of-year assessments and mock examinations.</li> <li>• Light sensitivity – students can wear coloured glasses in lessons to reduce glare</li> <li>• Visual impairment – sat in front, larger fonts where possible or magnified photocopies if the article/activity is not available for modification digitally</li> <li>• Hearing impairment – sat in front or where student passport suggests is the best position</li> <li>• Physical impairment – student can under certain circumstances be allocated a word processor. They can also photocopy of classmate’s notes, take photos of a classmate’s notes to print, change classrooms for mobility or room access</li> <li>• Dyslexia – Word processor as advised by school SEND coordinator</li> <li>• ADHD – Movement breaks, fidget toys</li> <li>• Autism spectrum – clear and logical set of instructions, writing homework on the board, use of ear defenders</li> </ul>	<ul style="list-style-type: none"> <li>• For pupils with visual impairment, enlarged graph paper for plotting graphs during experiments</li> <li>• Physical impairment – where possible we amend practical equipment or provide a magnifying glass to view instruments</li> <li>• Hearing impaired – show videos with subtitles</li> <li>• Some laboratories have height-adjustable benches for wheelchair access</li> <li>• Cater for latex allergies by providing disposable gloves</li> </ul>

If you have any questions about this Learning Overview, please contact the named Teacher above.