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| **Curriculum Long Term Planning Overview** | **Key Stage 3** | **Subject Area: Science** | **Academic Year: 2025-26** |

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| **Year** | **Study Modules** | **Autumn Term**  **1** | **Autumn Term**  **2** | **Spring Term 1** | **Spring Term 2** | **Summer Term**  **1** | **Summer Term**  **2** |
| **Year 7** | **Study Modules** | **7A Cells, Tissues & Organ Systems**   * MRSGREN * Names and function of the main human organs * Names and functions of plant organs * Photosynthesis word equation * Define tissue with examples (animal and plant) * Describe the function of tissues and why they are important * Animal vs plant organelles * Specialised cells * The circulatory system in detail * Transport systems in plants * Know the main organs that can be transplanted in humans | **7B Reproduction**   * Gametes in fertilisation (internal and external) * Reproductive organs (label and functions) * Becoming pregnant * Gestation, nutrient exchange and pregnancy * Giving birth * Puberty and menstruation * Contraception * Use of reproduction in zoos | **7F Acids & Alkalis**   * Hazard symbols * Properties of acids and alkalis * Indicators * pH scale * Neutralisation * Word equations * Preparing a soluble salt * Neutralisation in daily life | **7I Energy**   * Humans receive their energy from food * Compare the energy released per gram of food * To know that different foods contain different amounts of energy per gram * Different people require different amounts of energy from food * Law of Conservation of Energy * Energy transfers and stores * Fuels, including formation of fossil fuels and their classification as non-renewable and renewable. * How to compare amounts of energy released by different fuels. * What renewable energy resources are and that the energy obtained from most originates in the Sun. * Advantages and disadvantages of different energy resources. * Explain energy efficiency and calculate the efficiency of devices * That climate change is being caused by adding carbon dioxide to the atmosphere and ways we could reduce our use of fossil fuels. | **7C Muscles & Bones**   * Antagonistic Pairs of Muscles * Ligaments/Tendons/Muscles * Function of Bones Support/Movement/ Manufacture of RBCs * Describe different Joints (x3) * Name and describe blood vessels * Name and describe constituents of Blood * Effect of drugs (stimulant Vs Depressant) | **7L Sound**   * State how sound is produced * Define what a wave is * State that sound is a longitudinal wave and can be reflected or absorbed * Link pitch to frequency of a sound wave * Link volume to amplitude of a sound wave * Compare speed of sound in different materials * Describe how sound travels through the human ear * State human range of hearing (Hz) * Define infrasound and ultrasound and state uses of ultrasound * Describe constructive and destructive interference |
| **7E Mixtures & Separation**   * Identify mixtures and how they can be separated using simple techniques; sieving, filtering, decanting, magnetism, evaporation * Describe dissolving of substances using key terminology; solvent, solute, soluble, solution * Explain how distillation can be used to separate mixtures | **7G The Particle Model**   * Identify and describe the behaviour of solids, liquids and gases * Use the particle model to explain they physical behaviours of solids liquids and gases * Brownian motion is random and unpredictable * Describe net movement of particles using diffusion * Describe the impact of pressure on particle arrangement | **7K Forces**   * Define contact and non-contact forces * Define weight and mass with calculations and units * Spring characteristics and measuring extension * Hooke’s Law(experiment + elastic limit) * Friction and how to reduce it * Pressure definition and use of equation + unit * Balanced and unbalanced forces, diagrams, calculations and effects (Free body diagrams and Force diagrams) * Balanced forces and Force meters (Newton meters) | **7D Ecosystems**   * the concept of a habitat * Variation between organisms and within populations * continuous and discontinuous variation. * adaptations of organisms to their environments. * how changes in the environment affect the organisms living in a habitat * the resources needed by organisms from their habitats and how organisms affect their habitats * the flow of energy through food chains, food webs and pyramids of numbers. * how some persistent pesticides accumulate in food chains. | **8A Food & Digestion**   * contents of a healthy human diet: carbohydrates, lipids, proteins, vitamins, minerals, fibre and water, and why each is needed * calculations of energy requirements in a healthy daily diet * the tissues and organs of the human digestive system, including adaptations to function * enzymes as biological catalysts and their action * the role of diffusion in the movement of materials in and between cells | **8F The Periodic Table**   * Development of the atomic model * Atoms are the smallest chemical unit * Representing elements as symbols * Development of the periodic table * Reading the periodic table (groups, periods and symbols) * Particles are made of subatomic particles with a specific arrangement * Physical and chemical properties of matter * Particles have different physical and chemical properties * Reactions of elements * Conservation of mass * Equations are balanced * Writing chemical formulae * Trends on the periodic table (physical and chemical) |
|  |  | **7H Atoms, Elements & Molecules**   * Matter is made of different types of particles made of atoms * How our understanding of elements has changed over time * How metals and non-metals differ in their properties * Elements forming compounds with specific names * Word equations (reactants, products, symbols) |  |  |  |
| **Assessment** | **7A Cells, Tissues & Organ Systems**  Scale drawing & Microscope skills assessment:  Estimate FOV of microscope, sketch a scale labelled diagram of a cell and calculate the actual size.  **Also assessed in Autumn term assessment papers.** | **7B Reproduction**  Assessed as part of Autumn term assessment papers. | **7F Acids & Alkalis**  Badger assessment task: How do antacid tablets work?  **Also assessed in Summer term assessment papers.** | **7I Energy**  Practical skills assessment – Planning an investigation to measure the efficiency of burning food to find its energy content.  **Also assessed in Summer term assessment papers.** | **7C Muscles & Bones**  Assessed as part of End of Year 7 assessment papers. | **7L Sound**  Practical skills assessment – Measuring the speed of sound. |
| **7E Mixtures & Separation**  Design a water filter that can purify dirty water, and create a poster explaining its function and justifying your choice of materials.  **Also assessed in Autumn term assessment papers.** | **7G The Particle Model**  Assessed as part of Autumn term assessment papers. | **7K Forces**  Graph skills assessment: Investigate the relationship between force and extension on a spring and plot this relationship on a suitable graph.  **Also assessed in Summer term assessment papers.** | **7D Ecosystems**  Practical skills assessment: Collecting and presenting transect and quadrat data while investigating species populations.  **Also assessed in Summer term assessment papers.** | **8A Food & Digestion**  Assessed as part of End of Year 7 assessment papers. | **8F Periodic Table**  Students research and create poster on an element of their choice describing properties, abundance, discovery, and some examples of compounds containing it. |
|  |  | **7H Atoms, Elements & Molecules**  Assessed as part of Summer term assessment papers. |  |  |  |
| **Builds Upon** | **7A Cells, Tissues & Organ Systems**  KS2:   * Function of parts of flowering plants * requirements of plants for life and growth * Water transport in plants * pollination, seed formation and seed dispersal * basic parts of the digestive system in humans * main parts of the human circulatory system   **No prerequisites from KS3 topics.** | **7B Reproduction**  KS2:   * describe the life process of reproduction in some plants and animals * describe the changes as humans develop to old age   **KS3: 7A Cells, Tissues & Organ Systems** | **7F Acids & Alkalis**  KS2:   * Describe the properties of different materials   **No prerequisites from KS3 topics.** | **7I Energy**  KS2:   * recall that temperature is a measure of how hot or cold something is and be able to use thermometers * describe some materials as thermal conductors and some as thermal insulators * understand that burning is an irreversible change * recall that plants need sunlight to grow and that animals, including humans, need food.   **No prerequisites from KS3 topics.** | **7C Muscles & Bones**  KS2:   * identify that humans and some other animals have skeletons and muscles for support, protection and movement.   **No prerequisites from KS3 topics.** | **7L Sound**  KS2:   * State that sounds are made by vibrations * State that pitch is how high or low a sound is, and that volume is how loud or quiet a sound is |
| **7E Mixtures & Separation**  KS2:   * state changes * Measuring temperature in ⁰C * the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature * understand how some materials dissolve in liquid to form a solution * describe how to recover a substance from a solution * Separation of mixtures through filtering, sieving and evaporating * demonstrate that dissolving, mixing and changes of state are reversible changes   **No prerequisites from KS3 topics.** | **7G The Particle Model**  KS2:   * compare and group materials together as solids, liquids or gases * understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * decide how mixtures might be separated, including through filtering, sieving and evaporating   **No prerequisites from KS3 topics.** | **7K Forces**  KS2:   * describe different kinds of forces, including magnetism, gravity, upthrust and friction, and be able to classify these as contact or non-contact forces * identify the effect of drag forces that act between moving surfaces * describe why moving objects that are not driven tend to slow down.   **No prerequisites from KS3 topics.** |  |  |  |
|  |  | **7H Atoms, Elements & Molecules**  KS2:   * compare and group materials together as solids, liquids or gases * observe that materials change state when heated or cooled, and measure the temperature at which this happens in °C * demonstrate that dissolving, mixing and changes of state are reversible changes * compare and group substances by their properties. * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.   **KS3:**   * **7E Mixtures & Separation topics** * **7F Acids & Alkalis** * **7G The Particle Model** | **7D Ecosystems**  KS2:   * describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other * construct Food chains, identifying producers, predators and prey * describe how living things are classified into broad groups according to characteristics   **No prerequisites from KS3 topics.** | **8A Food & Digestion**  KS2:   * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function     **KS3:**   * **7A Cells, Tissues & Organ Systems** * **7C Muscles & Bones** * **7D Ecosystems** * **7G The Particle Model** * **7I Energy** | **8F Periodic Table**  KS2:   * compare and group materials on the basis of their properties * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible   **KS3:**   * **7G The Particle Model** * **7H Atoms, Elements & Compounds** |

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| **Year 8** | **Study Modules** | **8C Breathing & Respiration**   * Define diffusion and explain how O2 and CO2 diffuse between the alveoli and capillaries. * Label and state the function of the structures in the respiratory system. * Understand the function of mucus and cilia. * Understand that alveoli increase the surface area for gas exchange. * Write the word equations for aerobic and anaerobic respiration. * Use a model to explain how changes in pressure cause air to move in and out of the lungs. * The impact of exercise, asthma, and smoking on gas exchange * The components of blood and the different types of blood vessels. * The use of limewater and hydrogen carbonate indicator as tests for carbon dioxide. * The function of gills and stomata in gas exchange. * The difference between aerobic and anaerobic respiration, including the reactants, products, and why your body needs to use both types. * Explain why EPOC (excess post-exercise oxygen consumption) is necessary after anaerobic respiration. | **8D Unicellular Organisms**   * How to observe cells using a light microscope * Understand that the cell is the fundamental unit of all living things * Explain the difference between plant, animal, and bacterial cells * Understand that nearly all life on Earth depends on the ability of photosynthetic organisms to build organic molecules * Understand the role of diffusion in the movement of materials * The difference between aerobic and anaerobic respiration, including word equations of each * How energy is transferred through ecosystems using food chains and pyramids of numbers * Explain how carbon is cycled through an ecosystem | **8E Combustion**   * Structure of word equations * Define combustion and incomplete combustion with a word equation * Describe the health implications of incomplete combustion * Describe combustion as an exothermic reaction * Define oxidation with word equations * Development of the Law of conservation of mass (phlogiston) * Law of conservation of mass * Fire safety * Environmental consequences of combustion * Catalytic converters * Global Warming (graphical evidence over time) | **8G Metals & their Uses**   * Properties of metals * Uses of metals * Metals as catalysts * Differences between corrosion and rusting * Chemical reactions; symbol and word equations * Reactions of metals with water * Reactions of metals with acids * Pure metals and alloys * Uses and properties of alloys * Melting and boiling points of substances | **8L Earth & Space**   * non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets * magnetic poles, attraction and repulsion * magnetic fields by plotting with compass, representation by field lines * Earth’s magnetism, compass and navigation * gravity force, weight = mass × gravitational field strength (g), on Earth g = 10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only) * our Sun as a star, other stars in our galaxy, other galaxies * the seasons and the Earth’s tilt, day length at different times of year, in different hemispheres * the light year as a unit of astronomical distance. * apply mathematical concepts and calculate results | **9B Plant growth**   * Describe ways in which respiration can be detected * Model aerobic respiration and photosynthesis using a word equation. * Explain how the rate of photosynthesis can be controlled by a limiting factor. * Model photosynthesis using a balanced symbol equation. * Explain how the features of leaves and plant cells are adaptations for photosynthesis. * Explain how roots and stems are adapted for their function. * Describe how starch is used as a food storage material. * Describe the synthesis of starch and proteins in plants (only in terms of the monomers involved). * Identify the desired outcome of cross-breeding. * Describe how selective breeding is done. * Recall the main nutrients required by plants and identify signs that a plant may be lacking in nutrients (in general terms only). * Explain how food production for humans can be increased using different plant varieties and pest management strategies (including insecticides and herbicides). |
| **8I Fluids**   * Using the particle model of matter, describe how the volumes and densities of substances change at different temperatures. * Compare chemical and physical changes with examples. * Describe the effect of physical weathering. * Explain what happens to particles and temperature during changes of state, in terms of energy and forces. * Compare densities of materials and link them to the mass of the particles and how closely they pack together. * Explain why ice is less dense than water. * Use the idea of latent heats when discussing changes of state. * Use the particle model of matter to explain why gas pressure changes with temperature, number of particles and volume. * Use the equation relating pressure to the depth and density of a liquid. * Explain that the upthrust depends on the weight of fluid displaced. * Use ideas about displacement to explain phenomena connected with floating and sinking. * Describe the causes of air and water resistance. * Describe the ways in which the size of drag forces can be changed. * Explain why a vehicle needs a force from the engine to keep moving at a constant speed. | **8K Energy Transfers**   * Define internal(thermal) energy and temperature. * Describe the factors that affect the amount of energy stored in a heated substance * Explain the process of evaporative cooling. * Describe the processes of conduction and convection using the particle model * Explain radiative heating/cooling as an energy transfer * Evaluate ways of increasing or decreasing energy transfer by conduction, convection, radiation and evaporation. * Explain the concept of thermal mass in homes. * Describe what power and efficiency mean * Calculate power and efficiency * Interpret Sankey diagrams * Explain how the kWh is a unit of energy and use it to determine the cost of electricity.   Explain what payback time is and calculate it. | **8J Light**   * State that light is a transfer wave * Compare the speeds of light and sound * State the speed of light in a vacuum * Describe what can happen to light at a boundary (absorption, transmission, reflection, refraction) * Draw ray diagrams/use ray models * Describe uses of lenses in cameras * Describe how light travels through the human eye * State that white light is made up of many colours * Explain why we see different objects as different colours | **7J Electrical Circuits**   * Definitions of the key variables Current, Potential difference/Voltage, Resistance. * Definitions and properties of series and parallel circuits. * Describe what happens when the number of bulbs in a series circuit changes. * Describe what current is and how it is measured. * Use models to understand the flow of electricity in circuits, and discuss the strengths and weaknesses of individual models. * Explain how switches and location control different kinds of circuits. * Describe how changing the number or type of components in a circuit affects the current. * Describe the differences in how current behaves in series and parallel * Describe how voltage is measured, and how a voltmeter is used. * Explain why the current increases when the voltage increases * Describe the relationship between resistance and current. * Explain the safety precautions that should be followed when using electricity. * Explain how fuses and circuit breakers protect the user. * Recall how plugs are wired. | **9J Force fields and electromagnets**   * Identify common symbols for components. * Describe how changing the number or type of components in a circuit affects the current. * Describe how current and voltage behave in series and parallel circuits. * Describe how voltage and energy are linked. * Describe a current as a flow of electrons. * Describe the relationship between watts and joules/second. * Use the formula relating power, current and voltage. * Describe the relationship between resistance and current and make use of the formula linking them. * Describe how the resistance of a wire varies with length and thickness. * Interpret a voltage–current graph for resistors of different values. * Explain why the resistance of a filament lamp increases with increasing voltage. * Describe the shape of the magnetic field around a wire carrying a current. * Describe an electromagnet and the shape of its magnetic field. * Explain how electromagnets are used in simple applications. * Explain how changing the size or direction of the current affects the magnetic field. * Explain how electromagnets are used in relays. | **9E Making materials**   * State what is meant by, and recall some examples of common ceramics (e.g. pottery, glass). * Explain how the properties of ceramics make them useful. * Justify the use of a ceramic material for a given application. * Explain why crystal size depends on the speed of cooling. * Explain how the properties of a substance depend on the bonding and arrangement of atoms (in terms of strength and number of bonds only). * Recall what happens when monomers polymerise. * Recall the names of some common artificial and natural polymers. * Link the properties of common plastics to their uses. * Classify changes as exothermic or endothermic from temperature changes. * Model the formation of poly(ethene) using equations, symbols and particle diagrams. * Identify the monomer structures in a given polymer chain. * State what a composite is, and recall some examples of common composites (e.g. plywood, paper, concrete). * Explain how the properties of composites make them useful. * Identify thermal decomposition reactions. |
| **8B Plants & their Reproduction**   * Describe the characteristics of organisms in the five kingdoms. * Identify the genus and species names from a scientific name. * Explain why biodiversity is important. * State the difference between asexual and sexual reproduction. * Recall ways in which plants reproduce asexually. * Describe what happens during fertilisation. * Identify and give examples of inherited variation. * Identify the main parts of a flower and describe their functions. * Identify how a flower is pollinated based on its shape/pollen type. * Describe how the parts of a flower are adapted to their functions. * Explain how and why plants avoid self-pollination. * Identify different kinds of fruits and describe how they disperse seeds. * Explain the importance of seed dispersal. * Recall the resources needed for germination and how this occurs. * Describe what happens in photosynthesis and respiration. * Describe examples of interdependence and how changes in a population or community affect other populations. |  |  |  | **9A Genetics & Evolution**   * Describe how genes control characteristics (in terms of containing instructions). * Use a model to illustrate the relationship between DNA, chromosomes, genetic information and genes. * Explain how changes in a physical environmental factor in a habitat affect populations and communities. * Suggest methods of conservation that can be used to ensure the survival of organisms and habitats. * Explain how particular adaptations increase the chances of survival. * Explain why preserving biodiversity is important. * Explain how natural selection determines the survival of certain variations of adaptations within a population. * Explain how natural selection can lead to evolution. * Explain how evidence from fossils supports Darwin’s theory. | **9F Reactivity**   * Describe the combustion of hydrocarbons (in terms of reactants and products). * Apply knowledge of explosive reactions to explain why they occur more or less rapidly when the particle size or the oxidiser is changed. * Describe how some explosive mixtures obtain enough oxygen to explode. * Classify changes as exothermic or endothermic from temperature changes. * Explain why energy input may be needed to start some reactions or keep them going, and describe examples of these reactions. * Describe bond breaking and making in terms of energy transfer. * Describe what happens when a given displacement reaction occurs. * Explain why a displacement reaction may or may not occur. * Use results from displacement reactions to produce an order of reactivity. * Recall how metals are extracted from ores taken from the Earth’s crust. * Explain what happens in oxidation and reduction. * Describe how metals are extracted from their ores by heating with carbon and electrolysis. * Explain why the method used to extract a metal is related to its position in the reactivity series and cost of the extraction process. * Describe the movement of ions in electrolysis. |
| **Assessment** | **8C Breathing & Respiration**  Practical skills assessment (Graph skills): Investigating the effects of exercise on the time needed for pulse rate and breathing rate to recover.  **Also assessed in Autumn term assessment papers.** | **8D Unicellular Organisms**  Assessed as part of Autumn term assessment papers. | **8E Combustion**  Practical skills assessment (Planning): Investigating the effect of candle height on burn time for a candle in a jar.  **Also assessed in Summer term assessment papers.** | **8G Metals & their Uses**  Practical Skills assessment, recording and analysing results: Investigating the reactivity of metals with Acids.  **Also assessed in Summer term assessment papers.** | **8L Earth & Space**  Assessed as part of Summer term assessment papers. | **9B Plant Growth**  Assessed as part of GCSE style assessment paper. |
| **8I Fluids**  Practical skills assessment (Technique and data manipulation): Find the density of objects and determine whether they will float in a strange fluid.  **Also assessed in Autumn term assessment papers.** | **8K Energy Transfers**  Assessed as part of Autumn term assessment papers. | **8J Light**  Practical skills assessment (Measurement techniques): Investigate how the angle of incidence of a ray on a Perspex block affects the angle of refraction.  **Also assessed in Summer term assessment papers.** | **7J Electrical Circuits**  Circuit symbols and circuit construction assessment.  **Also assessed in Summer term assessment papers.** | **9J Force fields & electromagnets**  Assessed as part of Summer term assessment papers. | **9E Making materials**  Assessed as part of GCSE style assessment paper. |
| **8B Plants & their Reproduction**  Assessed as part of Autumn term assessment papers. |  |  |  | **9A Genetics & Evolution**  Assessed as part of Summer term assessment papers. | **9F Reactivity**  Assessed as part of GCSE style assessment paper. |
| **Builds Upon** | **8B Plants & their Reproduction**  KS2:   * identify and describe the functions of different parts of flowering plants * explore the requirements of plants for life and growth and how they vary from plant to plant * investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants. * recognise that living things can be grouped in a variety of ways * describe the life process of reproduction in some plants * give reasons for classifying plants based on specific characteristics.   **KS3:**   * **7B Sexual Reproduction in Animals** * **7D Ecosystems** | **8D Unicellular Organisms**  KS2:   * Define a microorganism * Recall the seven life processes * Explain that different cells are specialised for different functions * Describe how organisms are interdependent in an ecosystem   **KS3:**   * **7A Cells, Tissues, Organs & Systems** * **7D Ecosystems** * **8B Plants & Reproduction** * **8C Breathing and Respiration** | **8E Combustion**  **KS3:**   * **7F Acids & Alkalis** * **7G The Particle Model** * **7H Atoms, Elements & Compounds** * **7I Energy** | **8G Metals & their Uses**  KS2:   * compare and group together everyday materials on the basis of their properties * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible   **KS3:**  **7G The Particle Model**  **7H Atoms, Elements & Compounds** | **8L Earth & Space**  KS2:   * describe the movement of the Earth and other planets relative to the Sun * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night   **KS3: 7K Forces** | **9B Plant growth**  **KS3:**   * **7D Ecosystems** * **8A Food & Digestion** * **8B Plants & their Reproduction** * **8C Breathing and Respiration** * **8D Unicellular organisms** |
| **8C Breathing & Respiration**  KS2:   * Understand that we have many different types of cell that have different functions. * State the names and functions of the main organs in the respiratory system. * Understand that we need oxygen and glucose to release energy. * Understand that the circulatory system carries oxygen and nutrients around the body. * Be familiar with the concept of air pressure.   **KS3: 7C Muscles & Bones** | **8K Energy Transfers**  **KS3:**   * **7G The Particle Model** * **7I Energy** | **8J Light**  KS2:   * State that light travels in straight lines * Describe how we can see objects   **KS3:**   * **7L Sound** | **7J Electrical Circuits**  KS2:  (Knowledge below is likely to be patchy, assume none)   * construct simple circuits and use them to determine whether materials are conductors or insulators * know how switches work * draw circuit diagrams and construct circuits from diagrams using conventional symbols * be able to investigate the effect of changing components in a circuit on the brightness of bulbs * describe the effects of changing the voltage of a battery * describe the effects of short circuits and the use of fuses.   **No prerequisites from KS3 topics.** | **9J Force fields and electromagnets**  **KS3:**   * **7J Electrical circuits** * **8L Earth and space** | **9E Making materials**  **KS3:**   * **7G The Particle Model** * **7H Atoms, Elements & Compounds** * **8E Combustion** * **8F The Periodic Table** * **8G Metals & their uses** |
|  | **8I Fluids**  KS2:   * classify substances as solids, liquids or gases * observe and name changes of state * identify the effects of air resistance and water resistance.   **KS3:**   * **7G The Particle Model** * **7H Atoms, Elements & Compounds** * **7K Forces** |  |  |  | **9A Genetics & Evolution**  **KS3:**   * **7D Ecosystems** * **8B Plants & their reproduction** * **8C Breathing & Respiration** | **9F Reactivity**  **KS3:**   * **7G The Particle Model** * **7H Atoms, Elements & Compounds** * **8E Combustion** * **8F The Periodic Table** * **8G Metals & their uses** * **8I Fluids** |