SUBJECT: Key Stage 3 Science **YEAR:** 9

HEAD OF DEPARTMENT: Dr H Craig

GROUPING POLICY: Students are banded into two equal upper-band sets (1a and 1b) and two equal lower-band sets (2a and 2b).

COURSE CONTENT:

What will my child learn?

In Key Stage 3, students follow an 'in-house' scheme of work built around the AQA 'big ideas' curriculum:

https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus

In Year 9, students will complete their Key Stage Three studies by tackling six of the most difficult topics.

Term	Theme	Big idea	Topic
1	Forces	Forces predict motion	Contact forces
	Matter	Structure determines properties	Periodic table
	Ecosystems	Organisms are interdependent	Respiration
2	Forces	Forces predict motion	Pressure
	Matter	Structure determines properties	Elements
	Ecosystems	Organisms are interdependent	Photosynthesis

In Term 3, students will take part in the 'Famelab Academy' competition as part of Cheltenham Science Festival. This involves them researching and then giving a 3 minutes presentation on a scientific topic that interests them and is an excellent way of building communication skills.

From Term 4, students will begin their GCSE courses. They will study Biology, Chemistry and Physics modules in rotation.

Students will receive lessons in STEM careers prior to selecting their options choices.

What will homework look like?

Your child will be set homework weekly. This may consist of a project or research task, learning key words or spellings, questions to practise the material covered in class or revision for a test.

What enrichment opportunities are available?

Students will take part in the Famelab Academy competition in Term 3.

Students will enter the Nancy Rothwell Award for biological drawing in collaboration with the Art department.

Activities in lessons, tutor periods and at lunchtimes will take place during Biology Week, Chemistry Week and British Science Week.

ASSESSMENT

How will my child's work be assessed?

In line with school policy, students will receive detailed feedback on their work twice per term. One piece of feedback per term will be formative and focus on skills development, and the second piece will be a summative test on the content taught that term. In term 1, the test will be replaced by a 'transition test' so that we can establish a baseline for students' performance, and in term 6 the termly test will be replaced by an end of year exam, for which students will be required larger amounts of content. All of the assessed pieces of work and feedback are stored in folders kept in school.

In addition, students will receive regular feedback from self-marking, peer assessment, verbal feedback and automated online assessment.

All assessment data will be used along with behaviour and attitude to learning profiles to determine an appropriate set for Year 10.

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.
- Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.
- Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete the homework. If they are stuck, encourage them to contact their teacher, who will be happy to help.
- Look through your child's Science book with them. Ask them to show you work that they are interested in or proud of.
- Encourage and help them to learn key words and facts
- Encourage them to access the resources available to them on the school website.

How can I support my child with exams?

The Department publishes revision lists for all tests, which will be given to students via Show My Homework and also available via the school website. Encourage your child to look through these lists carefully. The list includes key words and facts which will be tested in a 'recall' section of their test. Help them to make revision cards containing these words and facts, and then go through the cards with them and test them on what they have learnt. The later sections of each test will require students to apply their knowledge; at this point, get them to look in their book at the kinds of problems and questions they have been doing in class and, if possible, to have another go at them.