| Topic Name | Term | Skills Developed | Link to NC Subject Content | Next link in curriculum  | Other Notes |
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| **Energy** | Autumn | * Devise questions
* Test Hypothesis
* Justify opinions
* Communicate ideas
* Collect data
* Plan variables
 | * processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.
* energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change
* comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions
* using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.
 | * Y8 – Autumn:
* Heating and cooling
 | Links to GCSE Topic 1 **Energy**Year 10:* *Energy*
* *Internal Energy*

*Energy resources* |
| **Forces** | Autumn | * Collect data
* Present data
* Analyse patterns
* Draw conclusions
* Construct explanations
 | * forces as pushes or pulls, arising from the interaction between two objects
* using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces
* forces measured in newtons, measurements of stretch or compression as force is changed
* non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.
* speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time)
* the representation of a journey on a distance-time graph
* opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface.
* forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)
* change depending on direction of force and its size.
* gravity force, weight = mass x 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)
 | * Y8 Summer:

Forces Extension | **Links from KS2:****P3.2 FORCES and MAGNETS**1. compare how things move on different surfaces2. notice that some forces need contact between two objects, but magnetic forces can act at a distance**P5.2 FORCES**1. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object2. identify the effects of air resistance, water resistance and friction, that act between moving surfaces**Links to GCSE** topic 3 and 4:* **Forces**
* **Forces and motion**

Year 9:* *Pressure*
* *Motion*
* *Vectors and forces*
* *Newton’s laws*

Year 10:* *Forces*
* *Elasticity*

Year 11:* *Vectors, moments and levers*
* *Momentum*
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| Electricity | Spring | * Collect data
* Present data
* Analyse patterns
* Draw conclusions

Construct explanations | * separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects
* the idea of electric field, forces acting across the space between objects not in contact. electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge
* potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current
* differences in resistance between conducting and insulating components (quantitative).
 | * Y9 Spring:

Electricity | **Links from KS2:****ELECTRICITY****P4.2**1. identify common appliances that run on electricity2. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers3. identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery4. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit5. recognise some common conductors and insulators, and associate metals with being good conductors. **P6.2**1. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit2. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches3. use recognised symbols when representing a simple circuit in a diagram.**Further links to KS4 topic 5 and 6:*** **Electricity**
* **Magnetism and electromagnetism**

Year 10:* *Electricity in the home*

Year 11:* *Magnetism*

*Electromagnetism* |
| Waves | Summer | * Discuss and develop arguments
* Use real life examples as a basis for finding out about science
* Make links between other science and other subject areas of curriculum
* Research
* Experiment
* Collect data
* Plan variables
 | * waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition.
* frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound
* sound needs a medium to travel, the speed of sound in air, in water, in solids
* sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal
* auditory range of humans and animals.
* pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone.
* the similarities and differences between light waves and waves in matter
* light waves travelling through a vacuum; speed of light
* the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
* use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye
* light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras
* colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.
 | * Y9 Autumn:

WavesElectromagnetic waves | **Links from KS2:****LIGHT P3.1**1. recognise that they need light in order to see things and that dark is the absence of light2. notice that light is reflected from surfaces3. recognise that light from the sun can be dangerous and that there are ways to protect their eyes4. recognise that shadows are formed when the light from a light source is blocked by an opaque object5. find patterns in the way that the size of shadows change.**LIGHT P6.1**1. recognise that light appears to travel in straight lines2. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye3. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes4. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.**P4.1 SOUND**1. identify how sounds are made, associating some of them with something vibrating2. recognise that vibrations from sounds travel through a medium to the ear3. find patterns between the pitch of a sound and features of the object that produced it4. find patterns between the volume of a sound and the strength of the vibrations that produced it5. recognise that sounds get fainter as the distance from the sound source increases.**Further links to KS4 topic 4:*** **waves**

Year 10:* *Heating and Infrared*

Year 11:* *Colour and lenses*
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