

Science Key Stage 3 Curriculum Overview



Year 7	Week 1 Week39								
	Introduction to Science	Ecosystems 1	Matter 1	Energy 1	Genes 1	Reactions 1	Forces 1		
	Working scientifically	Interdependence	Particle model	Energy costs	Variation	Acids And Alkalis	Speed		
	skills	Plant reproduction	Plant reproduction	Energy transfer	Human reproduction	Metals and non-metals	Gravity		
	Students can	1. Interdependence:	1.Particle model:	1. Energy costs:	1. Variation:	1. Acids and Alkalis:	1. Speed: Students		
	identify some	Students know that	Students can	Students know that	Students know that	Students know that	know how to		
	important	the organisms in a	describe the	electricity is	variation between	metals and non-	calculate resultant		
	laboratory safety	food web depend on	properties of solids,	generated from a	individuals of the	metals react with	force and can		
	rules. Students can	each other for	liquids and gases	combination of	same species can be	oxygen to form	describe how this		
	recall and identify	nutrients and a	using particle theory	resources that each	inherited, caused by	oxides which are	affects speed and		
	hazard symbols.	change in one	and can explain	have advantages and	the environment or	either bases or acids	direction, predicting		
	Students can	population can lead	changes in state in	disadvantages and	a combination of	and can use word	how speed changes		
	identify some pieces	to a change in	terms of changes to	can evaluate the	both. Students can	equations and	when the forces on		
	of scientific	others. Students	the energy of	social, economic and	plot bar charts or	particle diagrams to	it change. Students		
	equipment and draw	can identify the	particles, and	environmental	line graphs to show	describe these	can calculate speed		
	labelled scientific	factors affecting the	diffusion. Students	consequences of	continuous and	reactions. Students	and draw and		
<u>د</u> (diagrams. Students	population of a	use this information	using these.	discontinuous	know that metals	interpret journeys		
ho	can safely use the	species and can	to classify	Students can	variation data.	can be placed in	on a distance-time		
ten	Bunsen burner and	interpret predator	substances.	calculate the cost of	Students understand	order of reactivity	graph.		
con Kr	explain when the	prey graphs.	2.Separating	energy, comparing	how variation is	from their reactions	2. Gravity: Students		
(ey hat	different flames are	Students know and	mixtures: Students	the energy usage	important for	with other	understand the		
ž T	used. Students can	understand how	know the difference	and cost of running	survival and can	substances and that	relationship		
knc	label parts of a	food webs connect	between pure	different home	explain how	some metals react	between mass and		
	microscope.	to form food webs	substances and	appliances and can	characteristics of a	with acids to	weight and can		
	Students can safely	and can explain	mixtures and can	suggest ways to	species are adapted	produce salts and	calculate weight,		
	use a microscope	bioaccumulation.	select and perform a	reduce costs.	to environmental	hydrogen. Students	comparing their own		
	and draw scientific	Students understand	range of separation	Students can	conditions.	can use their	weight on Earth and		
	drawings. Students	the role that insect	techniques including	compare the energy	2. Human	knowledge of	other planets.		
	can identify key	pollination plays in	filtration,	transferred by	reproduction:	reactivity to predict	Students know that		
	variables in an	food security.	evaporation,	different foods and	Students will know	whether reactions	force increases with		
	investigation.	2.Plant	distillation and	activities.	and remember the	will take place or	mass decreases with		
	Students can carry	reproduction:	chromatography	2. Energy transfer:	structure of the	not.	distance and deduce		
	out an experiment	Students know and	depending on the	Students know that	human reproductive	2. Metals and non-	how gravity varies		
	safely and draw a	remember the	mixture being	energy is stored in	system, including	metals: Students	for different masses		
	graph representing	structure of a	separated. Students	different stores and	the menstrual cycle.	know what an acid	and distances.		

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	their results.	flower, its life stages	can use the particle	can identify the	Students can use	and alkali are and	
	Students can write a	and the methods	model to explain	energy stores of	this knowledge to	know how to use the	
	detailed method,	used to disperse	how substances	different objects.	describe fertilisation	pH scale including	
	risk assessment and	seeds. Students can	dissolve.	Students can	in humans, how a	evaluating the use of	
	a conclusion based	use this knowledge		describe the transfer	foetus develop, and	different indicators.	
	on practical	to explain		of energy from one	will consider the	They understand the	
	observations.	pollination,		store to another,	effects of various	process of	
		fertilisation, and		recalling energy	substances on a	neutralisation and	
		seed and fruit		stores and	developing foetus.	use this knowledge	
		formation. They		pathways. Students	Students will identify	to explain everyday	
		know the difference		know that energy is	the advantages and	problems, e.g.	
		between wind and		conserved, and that	disadvantages of	indigestion.	
		insect pollination		some energy is	different methods of	Students can work	
		and can explain the		dissipated, reducing	contraception and	out salt names when	
		key features of how		efficiency. Students	can suggest causes	given the acid and	
		flowers are designed		can calculate useful	of low fertility.	alkali.	
		to carry these types		energy and			
		of pollination out.		dissipated energy.			
		They can design a		Students can explain			
		quantitative		why processes such			
		investigation to		as a bouncing ball			
		investigate seed		can not go on			
		dispersal.		forever.			
	Year 1 & 2working	Year 1 plants	Year 1 Everyday	Year 4 Identify	Year 4 Living things	Year 5 Properties	Year 3 Forces and
	scientifically	Year 2 Living things	materials	appliances that use	and their habitats.	and changes of	magnets
dge	Year 3 & 4 working	and their habitats	Year 2 Uses of	electricity.	Year 5 Living things	materials	Year 5 Forces
wlea	scientifically	Year 3 Plants	everyday materials		and their habitats.		
(no	Year 5 & 6 working	Year 4 Animals,	Year 4 States of		Year 6 Living things		
or F	scientifically	including humans	matter		and their habitats.		
Pr		(food chains)	Year 5 Properties				
			and changes of				
	-		materials				
a c	Working	Relationships in an	The particulate	Calculation of fuel	Genetics and	Chemical reactions.	Forces
ilum s	scientifically	ecosystem.	nature of matter.	uses and costs in the	evolution:	The Periodic Table	Describing motion
Nat rrict Link		Plant reproduction.	Matter.	domestic context.	Inheritance,		Space physics
KS3 Cur			Pure and impure	Energy changes and	chromosomes, DNA		
-			substances.	transfers.	and genes.		

					Reproduction in		
					humans.		
	Summative	Prior knowledge	Prior knowledge	Prior knowledge	Prior knowledge	Prior knowledge	Prior knowledge
	assessment: KS2	check - Start of the	check - Start of the	check - Start of the			
	baseline assessment	unit to assess prior	unit to assess prior	unit to assess prior			
		knowledge	knowledge	knowledge	knowledge	knowledge	knowledge
		Diagnostic check	Diagnostic check	Diagnostic check	Diagnostic check	Diagnostic check	Diagnostic check
		points:	points:	points:	points:	points:	points:
		Mid topic quiz –	Mid topic quiz –	Mid topic quiz –			
		after lesson 9.1.4	after lesson 5.1.8	after lesson 3.1.3	after lesson 10.1.3	after lesson 6.1.6	after lesson 4.3.2
		Big ideas task – Seed	Big ideas task –	Big ideas task – 3.2.2	Big ideas task –	Big ideas task –	Big ideas task – 1.2.1
		dispersal lesson	Substances in air	Energy campaign	Fertilisation 10.2.3	Reactivity	Mission to mars
		9.2.3 (Focus criteria:	lesson 5.2.1 (Focus	(Focus criteria:	(Focus criteria:	investigation 6.2.6	(Focus criteria:
		Experimental skills	criteria: Analysis and	Substantive	Substantive	(Focus criteria:	Substantive
		and analysis)	evaluation)	knowledge)	knowledge)	Experimental skills	Knowledge)
ent		Key practical task –	and analysis)	Key practical task –			
ssm		9.1.3 Field sampling	5.1.5 Changes of	3.2.2 Energy	10.1.2 Continuous	Key practical task –	1.1.3 Speed (Focus
SSe		(Focus criteria:	state enquiry (Focus	dissipation (Focus	and Discontinuous	6.1.2 Acids and	criteria:
A		Analysis and	criteria:	criteria:	variation (Focus	alkalis (Focus	Experimental skills
		evaluation)	Experimental skills	Measurement)	criteria: Analysis and	criteria: Scientific	and investigation)
		Extended writing	and analysis)	Extended writing	evaluation)	attitudes)	Extended writing
		practise	Extended writing	practise	Extended writing	Extended writing	practise
		- Disruption to food	practise – States of	- Energy adds up	practise – Menstrual	practise -6.1.6	- Squashing and
		chains and webs	matter lesson 5.1.2	3.2.1.	cycles 10.2.5	Making salts	stretching 1.3.2
		9.1.2	and pure substances	Summative	Summative	-6.1.1 Chemical	- Stress on solids
		Summative	lesson 5.2.1	assessment (topic	assessment (topic	reactions	1.4.3
		assessment (topic	Summative	test) – End of big	test) – End of big	Summative	Summative
		test) – End of big	assessment (topic	idea formal	idea formal	assessment (topic	assessment (topic
		idea formal	test) – End of big	assessment.	assessment	test) – End of big	test) – End of big
		assessment	idea formal			idea formal	idea formal
			assessment			assessment	assessment

Year 8	Week 1						Week 39
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	Electromagnets 1	Ecosystems 2	Earth 1	Waves 1	Organisms 1	Matter 2	Energy 2
	Potential difference	Respiration Restaunthosis	Earth structure	Sound	Movement	Elements Pariadic Tabla	Work
	Current	Photosynthesis	Universe	Light	Cens	Periodic Tuble	Heating and Cooling
	1. Potential	Respiration: Students	Earth structure:	Sound: Students	Movement:	Elements: Students	Work: Students
	difference and	know that respiration is	Students know the	know that sound	Students know the	know that there are	know that work is
	resistance and	a series of chemical	composition and	consists of vibrations	structure and	patterns in the	done, and energy
	current: Students	reactions in cells that	structure of the	which ravel as a	function of the	properties of	transferred when
	can draw and	breaks down glucose to	Earth. They	longitudinal wave	skeletal and	elements as you go	a force moves an
	build basic	provide energy and	understand the	through substances.	muscular systems	down a group or	object. The bigger
	electrical circuits.	form new molecules.	processes involved in	Students know how	and can explain how	across a period in	the force or
	They understand	Students know the	the rock cycle and	sound travels and	muscles work in	the periodic table.	distance, the
	that current is	word equation for	how igneous,	behaves through	antagonistic pairs	Students can use	greater the work.
	the flow of	aerobic and anaerobic	sedimentary, and	different mediums.	create movement.	data and	Students can
	charged particles	respiration and can	metamorphic rocks	Students know the	Cells: Students know	observations to	calculate work
î	and its	explain the differences	are formed.	relationship between	that multicellular	describe patterns in	done and can
MO	relationship with	between them as well	Students can identify	amplitude and	organisms are	the chemical and	explain how
w h w h	potential	as explaining how	the causes of	frequency and	composed of cells	physical properties	machines
onte Kno	difference.	different activities	weathering and	sound, describing the	which are organised	of elements in	including levers
y co atl	Students	involve aerobic or	erosion and describe	amplitude and	into tissues, organs	groups 1 and 7.	and pulleys make
, th	understand what	anaerobic respiration.	how they occur.	frequency of a wave	and systems to carry	Periodic Table:	work easier.
Nou	resistance is and	Photosynthesis:	Universe: Students	from a diagram.	out life processes.	Students know that	Heating and
(k	can describe and	Students know the	know that the Earth	Light: Students know	Students know the	compounds have	Cooling: Students
	prove through	equation for	is tilted and can use	how light travels in	names, functions of,	different properties	know that the
	experiment that	photosynthesis and	this knowledge to	different mediums	and differences	to the elements	thermal energy of
	higher resistance	understand the	explain seasons, day	and can use ray	between plant and	they contain.	an object depends
	causes lower	importance of	length at different	diagrams to explain	animal cells and can	Students can use	upon its mass,
	current. Students	photosynthesis in	times of the year and	reflection and	explain how	chemical formulae	temperature and
	can describe the	balancing gases in the	in different	refraction. Students	different types of	to name	what it's made of.
	difference	atmosphere. They know	hemispheres.	know how objects	cells are adapted for	compounds and can	When there is a
	between series	how leaves are adapted	Students know and	appear as different	their functions and	identify the	temperature
	and parallel	for photosynthesis and	remember our Sun is	colours and that	can use a light	elements present.	difference, energy
	circuits and	can explain the role of	a star, that there are	white light can be	microscope to	Students can use	transfers from the
	describe current	stomata. Students can	other stars in our	split up into a		particle diagrams to	hotter to the

	and potential difference in series and parallel circuits.	plot and interpret a graph to show how changing conditions affects the rate of photosynthesis.	galaxy and there are other galaxies. Students understand the light year is used as a unit of astronomical distance.	spectrum of different colours.	observe and draw cells.	classify substances as elements, mixtures, compounds, atoms and molecules.	cooler object by particles in conduction and convection, and by radiation. Students can explain how insulation works in terms of these energy transfers.
Prior Knowledge	Year 4 Electricity Year 6 Electricity	Y2 Plants – basic needs Y3 Plants – function of parts, parts of flowers. Y7 Plant reproduction	Y1 Seasonal changes Y3 Rocks Y5 Earth and Space	Y3 Light Y4 Sound Y6 Light	Y1 Animals, including humans Y3 Animals, including humans	Y7 The particulate nature of matter Y7 Atoms, elements and compounds	Y5 Forces Y7 Energy stores Y7 Particulate nature of matter
KS3 National Curriculum Links	Current electricity	Gas exchange systems Nutrition and digestion (plants) Material cycles and energy: Photosynthesis Cellular respiration	Earth and atmosphere Space physics	Sound waves Light waves	Cells and organisation The skeletal and muscular systems	Atoms, elements, compounds The periodic table	Energy changes and transfers
Assessments	Prior knowledge check – start of the unit Diagnostic check points Big ideas task - Electromagnets focussing on analysis and evaluation Key practical – Investigating electromagnets focussing on experimental	Prior knowledge check - Start of the unit to assess prior knowledge Diagnostic check points: Mid topic quiz – after lesson 9.3.3 Big ideas task – Banana power lesson 9.4.1 (Focus criteria: Substantive knowledge) Key practical task – Lesson 9.3.2 Anaerobic respiration	Prior knowledge check - Start of the unit to assess prior knowledge Diagnostic check points: Mid topic quiz – after lesson 7.1.5 Big ideas task – lesson 7.2.4 A new earth (solar system) (Focus criteria: Substantive knowledge)	Prior knowledge check - Start of the unit to assess prior knowledge Diagnostic check points: Mid topic quiz – after lesson 4.1.4 Big ideas task – lesson 4.2.5 Big production light and colour.(Focus criteria: substantive knowledge)	Prior knowledge check - Start of the unit to assess prior knowledge Diagnostic check points: Mid topic quiz – after lesson 4.3. Big ideas task – 8.2.5 Amoeba and me (Focus criteria: substantive knowledge) Key practical task – 8.2.1 Observing cells	Prior knowledge check – start of the unit Diagnostic check points Big ideas task - Group 3 elements focussing on analysis and evaluation Key practical – Group 1 reactivity focussing on analysis and evaluation.	Prior knowledge check – start of the unit Diagnostic check points Big ideas task - lesson 3.4.3 Journey to the south pole focussing on measurement Key practical – lesson 3.4.1 Energy and temperature

skills and	(Focus criteria: Analysis	Key practical task –	Key practical task –	(Focus criteria:	Extended writing	focussing on
investigations.	and Evaluation)	Lesson 7.2.4 The	lesson 4.2.2	Measurement)	practise	analysis and
Extended writing	Extended writing	moon and changing	reflection (Focus	Extended writing	- Compounds 5.3.3	evaluation
practise	practise – Plant	ideas (Focus criteria:	criteria: scientific	practise	Summative	Extended writing
- Charging up	minerals lesson 9.4.4	scientific attitudes)	attitudes)	- The skeleton 8.1.2	assessment (topic	practise
2.2.2	Summative assessment	Extended writing	Extended writing	- Specialised cells	test) – End of topic	 Energy transfer
Summative	(topic test) – End of big	practise – lesson	practise – lesson	8.2.3	test	 radiation and
assessment	idea formal assessment	7.2.3 Universe	4.1.1 sound waves	Summative		insulation 3.4.3
(topic test) – End		Summative	and speed and lesson	assessment (topic		Summative
of topic test		assessment (topic	4.2.4 the eye and	test) – End of big		assessment (topic
		test) – End of big	vision	idea formal		test) – End of
		idea formal	Summative	assessment		topic test
		assessment	assessment (topic			
			test) – End of big			
			idea formal			
			assessment			

Year 9	Week 1						Week 39
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	Electromagnets 2 Magnetism Electromagnetism	Organisms 2 Breathing Digestion	Reactions 2 Types of reaction Chemical energy	Forces 2 Contact forces Pressure	Genes 2 Evolution	Earth 2 Climate Earth's resources	Waves 2 Wave effects Wave properties
	Magnetism:	Breathing: Students	Types of reaction:	Contact forces:	Evolution: Students	Climate: Students	Wave effects:
	Students know	can explain the	Students know that	Students know that	can explain the	know that carbon is	Students know
	how an	process of respiration	during a chemical	when the resultant	theory of natural	recycled through	that when a wave
	electromagnet	in terms of gas	reaction. bonds are	force on an object is	selection and can	natural processes in	travels through a
	works and through	exchange and can	broken (requiring	zero, it is in	explain how	the atmosphere.	substance.
	investigation can	explain how parts of	energy) and new	equilibrium and	variation enables a	ecosystems. oceans	particles move to
	explain how to	the respiratory	bonds formed	does not move, or	species to adapt to	and the Earth's crust	and fro. and that
	changes it's	system are adapted	(releasing energy). If	remains at constant	changing conditions	as well as human	energy is
	strength. Students	to their function.	the energy released is	speed in a straight	and can use	activities. Students	transferred in the
	can suggest how	Students can explain	greater than the	line and can explain	evidence to explain	know how	direction of
	bells, loudspeakers	the processes of	energy required, the	whether an object is	why some species	greenhouse gases	movement of the
	and circuit	inhalation and	reaction is	in equilibrium.	become extinct.	affect the Earth and	wave. Students
<u>۷</u>	breakers work	exhalation and the	exothermic. If the	Students know that	Students know that	can identify	can describe how
ho	from diagrams.	effects of exercise,	reverse, it is	one effect of a force	biodiversity is vital to	activities that	energy transfer
tent	Electromagnets:	smoking and asthma	endothermic.	is to change an	maintaining	contribute to global	changes with
Kn	Students know	on breathing.	Students can identify	object's form,	populations and can	warming, using	changes to
(ey hat.	that magnetic	Digestion: Students	the type of reaction	causing it to be	explain how a lack of	evidence to link	amplitude and
¥ F	materials,	can explain the	from experimental	stretched or	biodiversity can	human activity and	frequency and can
(knc	electromagnets	process of digestion	observations and can	compressed and in	affect an ecosystem,	changes in climate.	explain how audio
-	and the Earth	and how the	draw and interpret	some materials, the	suggesting ways to	Earth's resources:	equipment
	create magnetic	components of the	energy level	change is	preserve	Students know the	converts sound
	fields which can be	digestive system are	diagrams.	proportional to the	biodiversity.	advantages and	into a changing
	described by	adapted for their	Chemical energy:	force applied.	Inheritance:	disadvantages of	pattern of
	drawing field lines	function. Students	Students know the	Students can	Students know that	recycling and can	electrical current.
	to show the	know the	law of conservation	describe the factors	inherited	identify resources	Students can
	strength and	components of a	of mass and apply	which affect the size	characteristics are	that can be recycled.	explain the
	direction. The	balanced diet and can	this to balance	of frictional and drag	the result of genetic	Students can explain	damage done to
	stronger the	calculate the food	equations. Students	forces and can	information	how different metals	living cells by light
	magnet, and the	requirements for a	understand different	describe the	transferred during	are extracted	and other waves,
	smaller the	healthy diet,	types of reaction	relationship	reproduction.	including through	in terms of their
	distance from it,	understanding the	including combustion	between force and	Students can	electrolysis and	frequency.

	the greater the	effects of an	and thermal	extension of a spring	describe the	displacement, given	Wave properties:
	force a magnetic	unhealthy diet.	decomposition and	through	structure of DNA and	data about	Students can use a
	object. Students		can predict the	investigation.	know the	reactivity.	model of
	can explain		products of reactions.	Pressure: Students	relationship between		transverse wave to
	observations			know that pressure	DNA, chromosomes		demonstrate how
	about navigation			in fluids acts in all	and genes and use		it moves from
	using Earth's			directions and can	punnett squares to		place to place,
	magnetic field.			explain how	predict the		whilst the material
				pressure changes	probability of		it travels through
				with depth.	inherited		does not, and can
				Students can explain	characteristics		describe the
				why objects sink or	amongst offspring,		properties of
				float and can explain	including mutations.		speed, wavelength
				observations where			and reflection.
				objects scratch, sink			Students can
				into or break			describe the
				surfaces. Students			properties of
				can calculate fluid			different
				pressure or stress on			longitudinal and
				a surface.			transverse waves,
							using the wave
							model to explain
							observations of
							the reflection,
							absorption and
							transmission of a
							wave.
	Y3 Forces and	Y4 & Y6 Animals	Y7 Reactions 1	Y5 Forces	Y6 Evolution and	Y7 Reactions 1	Y4 Sound
dge	magnets	including humans		Y7 Forces 1	inheritance	(reactivity series)	Y8 Waves 1 (sound
vle	Y6 Electricity	Y8 Organisms 1			Y7 Genes 1 (variation	Y8 Ecosystems 2	and light)
P					and human	Y9 Reactions 2	
-					reproduction)		
-	Magnetism	Nutrition and	Chemical reactions	Forces	Genetics and	Earth and	Observed waves
ona lum s	0	Digestion	Energetics	Balanced forces	evolution	atmosphere	Energy and waves
Nati ricu inks		-		Forces and motion			
S3 I Curi L				Pressure in fluids			
× -							

	Prior knowledge	Prior knowledge	Prior knowledge	Prior knowledge	Prior knowledge	Prior knowledge	Prior knowledge
	check – start of	check - Start of the	check - Start of the	check - Start of the	check - Start of the	check – start of the	check - Start of the
	the unit	unit to assess prior	unit to assess prior	unit to assess prior	unit to assess prior	unit	unit to assess prior
	Diagnostic check	knowledge	knowledge	knowledge	knowledge	Diagnostic check	knowledge
	points	Diagnostic check	Diagnostic check	Diagnostic check	Diagnostic check	points	Diagnostic check
	Big ideas task -	points:	points:	points:	points:	Big ideas task -	points:
	Electromagnets	Mid topic quiz – after	Mid topic quiz – after	Mid topic quiz –	Mid topic quiz –	Recycling and	Mid topic quiz –
	focussing on	lesson 8.3.5	lesson	after lesson	after lesson 4.3.	resources focussing	after lesson 4.3.2
	analysis and	Big ideas task – lesson	Big ideas task – lesson	Big ideas task –	Big ideas task –	on analysis and	Big ideas task –
	evaluation	8.3.5 say no to drugs	6.4.1 chemical	lesson 1.4.2 alien	10.3.2 Peppered	evaluation	4.3.2 X-rays risks
	Key practical –	(Focus criteria:	reactions(Focus	landing (Focus	moth (Focus criteria:	Key practical –	and benefits
	Investigating	substantive	criteria: substantive	criteria: substantive	substantive	Global warming	(Focus criteria:
S	electromagnets	knowledge)	knowledge)	knowledge)	knowledge)	graphs focussing on	Scientific
nər	focussing on	Key practical task –	Key practical task –	Key practical tasks –	Key practical task –	analysis and	attitudes)
SSI	experimental skills	lesson 8.3.3 caffeine	lesson 6.3.4	lesson 1.3.1	10.3.3 Extinction	evaluation	Key practical task
4556	and investigations.	practical (Focus	Conservation of mass	investigating friction	Theory (Focus	Extended writing	– 4.3.2 Analysing
-	Extended writing	criteria: analysis and	(Focus criteria:	(Focus criteria:	criteria: Scientific	practise	data on
	practise	evaluation)	analysis and	Experimental skills	attitudes)	 Extracting metals 	microwaves (Focus
	 Electromagnets 	Extended writing	evaluation)	and analysis)	Extended writing	7.4.1	criteria:
	2.4.1	practise food tests	Extended writing	Extended writing	practise	Summative	Measurement)
	Summative	8.4.2	practise	practise – squashing	- Charles Darwin	assessment (topic	Extended writing
	assessment (topic	Summative	- Conservation of	and stretching 1.3.2	10.3.2	test) – End of topic	practise
	test) – End of topic	assessment (topic	mass 6.3.4	 stress on solids 	Summative	test	 Modelling waves
	test	test) – End of big idea	Summative	1.4.3	assessment (topic		4.4.1
		formal assessment	assessment (topic	Summative	test) – End of big		Summative
			test) – End of big idea	assessment (topic	idea formal		assessment (topic
			formal assessment	test) – End of big	assessment		test) – End of big
				idea formal			idea formal
				assessment			assessment