



Southend High School for Girls

***Year 7 Parents' Welcome Evening
Welcome to KS3 Science***



Introduction to KS3 Science

- At SHSG Biology, Chemistry and Physics are taught as separate disciplines from the beginning of year 7.
- The first unit taught is 'Introduction to science' - covering scientific skills such as safety and science specific equipment.
- This allows for
 - Teachers to be subject specialists, ensuring the best education is provided
 - A focus on the individual skills of each discipline
 - A more innate understanding of the specific content of each discipline



What is on the map for Biology?

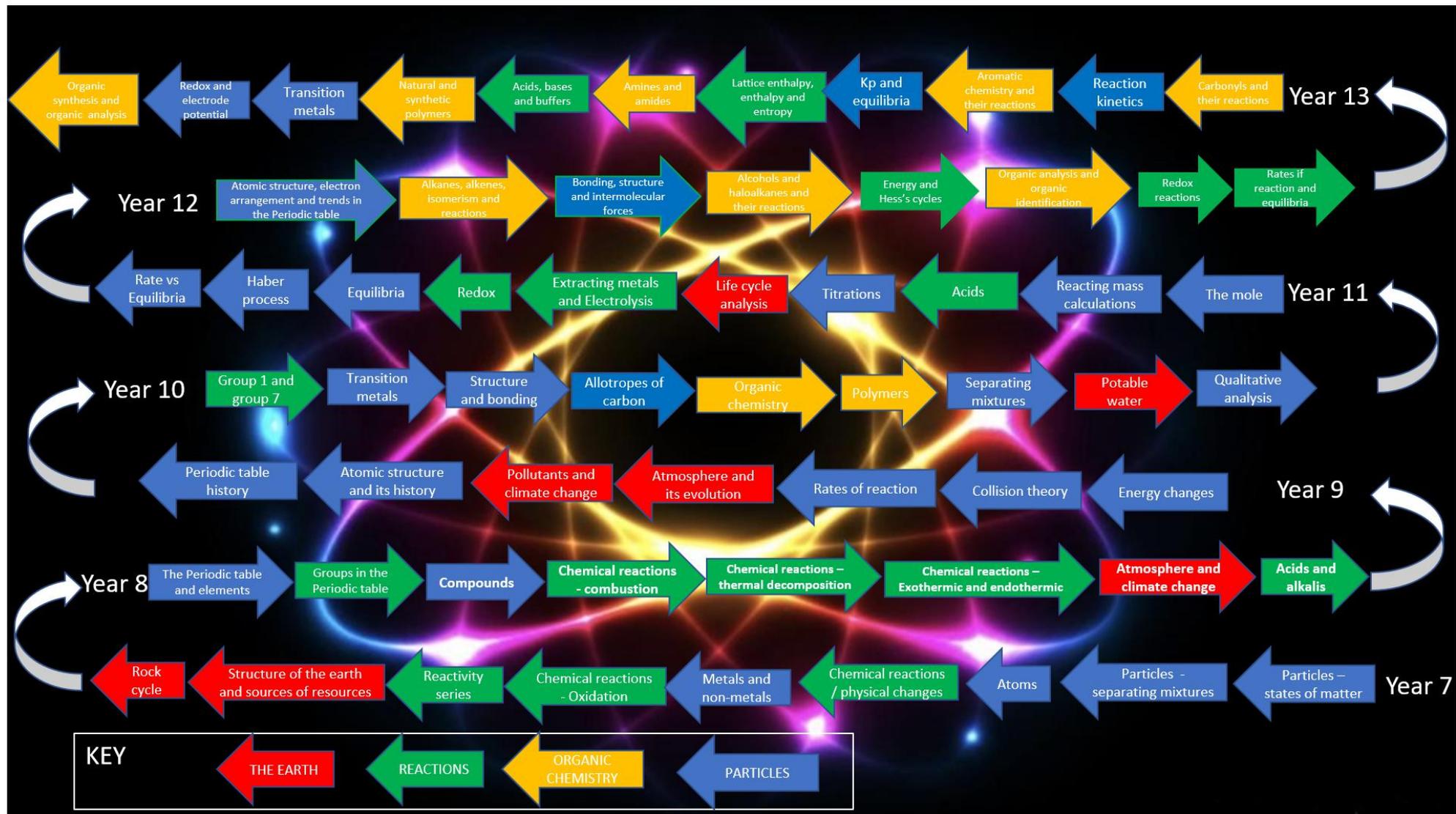
Year 7		
Term 1	Term 2	Term 3
<p><i>Topics</i></p> <ul style="list-style-type: none">○ <i>Introduction to Science</i>○ <i>Introduction to Biology</i>○ <i>Organisms</i> <p><i>Assessment</i></p> <ul style="list-style-type: none">○ <i>Topic-based diagnostic assessments</i>○ <i>Self-marked cumulative assessment</i>	<p><i>Topics</i></p> <ul style="list-style-type: none">○ <i>Genes</i> <p><i>Assessment</i></p> <ul style="list-style-type: none">○ <i>Topic-based diagnostic assessments</i>○ <i>Teacher-marked cumulative assessment</i>	<p><i>Topics</i></p> <ul style="list-style-type: none">○ <i>Ecosystems</i> <p><i>Assessment</i></p> <ul style="list-style-type: none">○ <i>Topic-based diagnostic assessments</i>○ <i>PUP Exam</i>

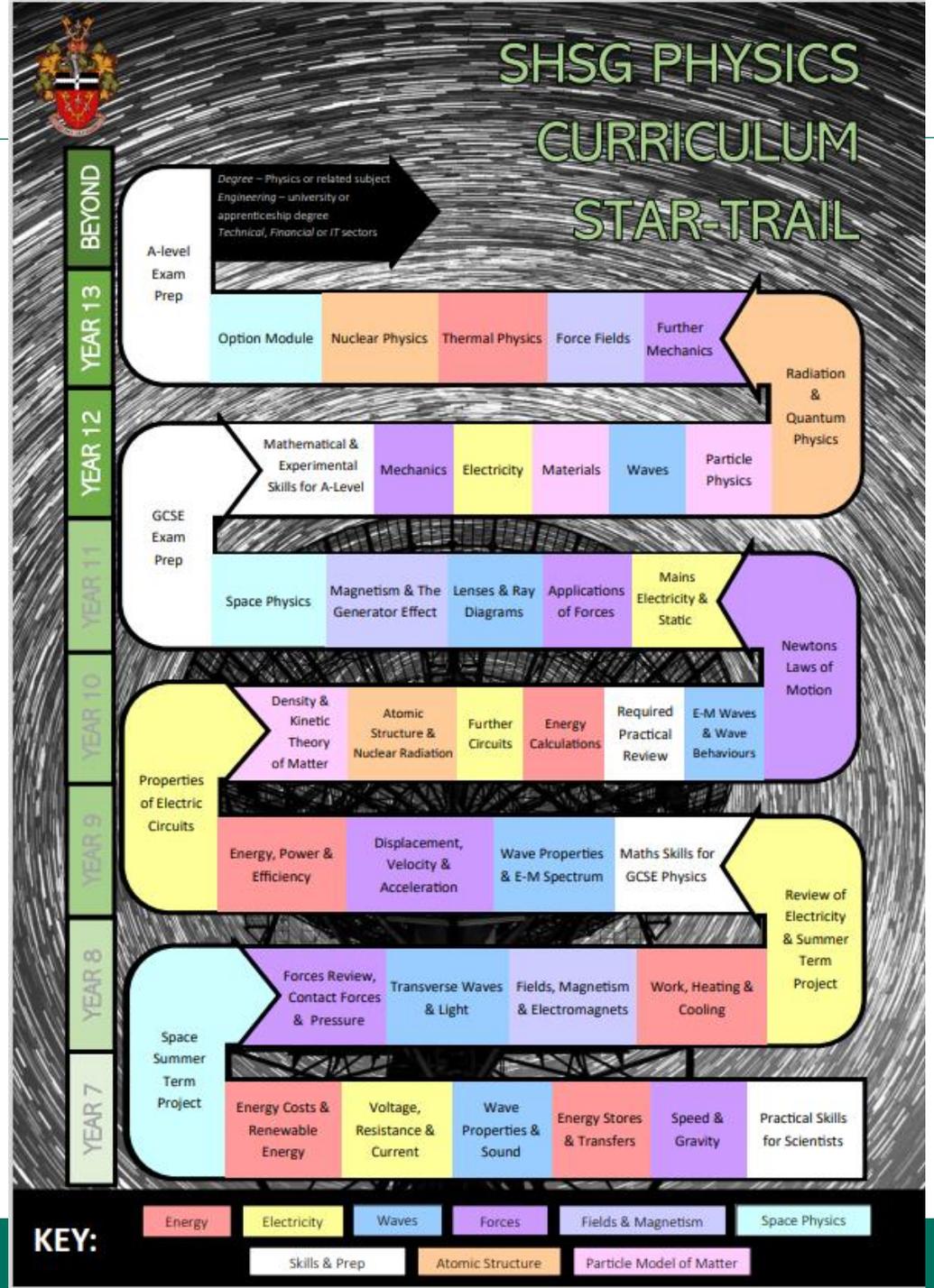




What is on the map for Chemistry?

Year 7		
Term 1	Term 2	Term 3
<p><i>Topics</i></p> <ul style="list-style-type: none">○ <i>Introduction into Chemistry</i>○ <i>Matter</i> <p><i>Assessment</i></p> <ul style="list-style-type: none">○ <i>Topic-based diagnostic assessments</i>○ <i>Self-marked cumulative assessment</i>	<p><i>Topics</i></p> <ul style="list-style-type: none">○ <i>Reactions</i> <p><i>Assessment</i></p> <ul style="list-style-type: none">○ <i>Topic-based diagnostic assessments</i>○ <i>Teacher-marked cumulative assessment</i>	<p><i>Topics</i></p> <ul style="list-style-type: none">○ <i>Earth</i> <p><i>Assessment</i></p> <ul style="list-style-type: none">○ <i>Topic-based diagnostic assessments</i>○ <i>PUP Exam</i>







What is on the map for Physics?

Year 7		
Term 1	Term 2	Term 3
<p>Topics</p> <ul style="list-style-type: none">○ <i>Introduction to Science and Physics</i>○ <i>Forces: Speed & Gravity</i> <p>Assessment</p> <ul style="list-style-type: none">○ <i>Sep: Baseline assessment</i>○ <i>Mixed-marked topic based and diagnostic assessments</i>○ <i>Dec: Cumulative assessment</i>	<p>Topics</p> <ul style="list-style-type: none">○ <i>Energy: Energy Stores & Transfers</i>○ <i>Waves: Sound & Light</i> <p>Assessment</p> <ul style="list-style-type: none">○ <i>Mixed-marked topic based and diagnostic assessments</i>	<p>Topics</p> <ul style="list-style-type: none">○ <i>Electromagnetism: Voltage, Resistance & Current</i>○ <i>Energy: Energy Costs</i> <p>Assessment</p> <ul style="list-style-type: none">○ <i>Key Stage 3 Exams (teacher marked)</i>



Mastery in the sciences

- Making links to prior understanding
- Applying understanding to new situations
- Relating the content to the bigger picture
- Identifying patterns in data and linking to knowledge
- Recognising mathematical relations between physical quantities
- Understanding of how to be safe in the scientific laboratory
- Knowing how to practically investigate hypotheses



Excellent effort in the sciences

- Completing all tasks both inside and outside of the classroom
- Participating fully in all task including discussion work
- Taking on board teachers' feedback and acting on it
- Being proactive in their own learning and taking responsibility for it
- Trying their best
- Involving themselves in extracurricular activities
- Reading around the subject
- Activating themselves as facilitators of learning for their peers



What are the challenges in the sciences

- It's a foreign language....
- Learning from mistakes
- Moving on from misconceptions
- Learning about things that we can not always see



How to support your child

- Help them carry out regular active revision and review
- Discuss with them what they are learning about and how this features in the world around them
- Work with the teachers at getting them to engage with feedback and act
- Support them in reviewing areas that they find challenging
- Go beyond the classroom – it's a scientific world out there