



## Year 7 | Stage 4

### Term 1

| Week 1   | Week 2 | Week 3 | Week 4 | Week 5  | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--|--------|--------|--------|---|--------|--------|--------|--------|---------|
| Introduction   |        |        |        | States of Matter  |        |        |        |        |         |
| SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge                     |        |        |        | SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles              |        |        |        |        |         |
| SC4-5WS collaboratively and individually produces a plan to investigate questions and problems   |        |        |        | SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life. |        |        |        |        |         |
| SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations |        |        |        | CW1 The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. (ACSSU151)                               |        |        |        |        |         |

### Term 2

| Week 1   | Week 2 | Week 3 | Week 4 | Week 5  | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--|--------|--------|--------|---|--------|--------|--------|--------|---------|
| Separation Techniques  |        |        |        | Classification  |        |        |        |        |         |
| SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.            |        |        |        | SC4-14LW relates the structure and function of living things to their classification, survival, and reproduction. |        |        |        |        |         |
| SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life |        |        |        | SC4-15LW explains how new biological evidence changes people's understanding of the world.                        |        |        |        |        |         |
| CW3 Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. (ACSSU113)                          |        |        |        | LW1 There are differences within and between groups of organisms; classification helps organise this diversity.   |        |        |        |        |         |



### Term 3

| Week 1  | Week 2 | Week 3 | Week 4 | Week 5  | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|--------|--------|--------|---|--------|--------|--------|--------|---------|
| Cells   |        |        |        | Forces  |        |        |        | Motion |         |
| <p>SC4-14LW relates the structure and function of living things to their classification, survival and reproduction.</p> <p>SC4-15LW explains how new biological evidence changes people's understanding of the world.</p> |        |        |        | <p>SC4-10PW describes the action of unbalanced forces in everyday situations.</p>   |        |        |        |        |         |
| <p>SC4-15LW explains how new biological evidence changes people's understanding of the world.</p>   |        |        |        | <p>SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.</p> |        |        |        |        |         |
| <p>LW2 Cells are the basic units of living things and have specialised structures and functions. (ACSSU149)</p>   |        |        |        | <p>PW2 The action of forces that act at a distance may be observed and related to everyday situations.</p>  |        |        |        |        |         |

### Term 4

| Week 1  | Week 2 | Week 3 | Week 4  | Week 5 | Week 6 | Week 7 | Week 8   | Week 9 | Week 10 |
|---|--------|--------|---|--------|--------|--------|--|--------|---------|
| Motion  |        |        | Space   |        |        |        | Geology  |        |         |
| <p>SC4-10PW describes the action of unbalanced forces in everyday situations.</p>   |        |        | <p>SC4-12ES describes the dynamic nature of models, theories and laws in developing a scientific understanding of the Earth and solar system.</p>   |        |        |        | <p>SC4-12ES describes the dynamic nature of models, theories and laws in developing a scientific understanding of the Earth and solar system.</p>                                      |        |         |
| <p>SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.</p> |        |        | <p>SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.</p>                     |        |        |        | <p>SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management</p> |        |         |
| <p>PW1 Change to an object's motion is caused by unbalanced forces acting on the object. (ACSSU117)</p>   |        |        | <p>ES2 Scientific knowledge changes as new evidence become available. Some technological developments and scientific discoveries have significantly changed people's understanding of the solar system.</p> |        |        |        | <p>ES1 Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales. (ACSSU153)</p>                    |        |         |