



# My Learning Journey



LJ		1	Science	Year group	7
		Unit/Topic	Keywords		
		Energy all around us. Energy of life.D	Tier 2		Tier 3
			Energy, transfer, chemical, light, sound, electricity, useful, wasted, input, transfer, heat, elastic.		Photosynthesis, respiration, conservation, combustion, kinetic, gravitational potential energy.
Number of lessons per fortnight				Number of Pit Stops across LJ	2
Week	What will I learn (Amcan)?	How will I showcase what I have learned?		How will I know I am making progress? (Success Criteria)	
0	Introductory lesson into the year 7 science curriculum  GL Assessment Baseline activity				
1	To recognise forms of energy.  To discuss energy transfers.	A1: Definitions of types of energy. Homework: spelling key words.  A2: Diagrams of energy transfers.		I can define the term "energy" and explain its importance in everyday life I can identify and describe different forms of energy, such as heat, light, sound, electrical, and mechanical energy I can explain the concept of energy transfer. I can apply my knowledge to perform energy calculations.	
2	To recognise how to calculate input, useful and wasted energy using a spreadsheet.  To discuss how we use energy transfers to generate electricity. To discuss the best energy resources for our local area.	A3: Completed DCF task.  A4: Mind map of energy resources A5: Written proposal for energy resources in CQ		I can explain the process of energy conversion in the generation of electricity. I can classify energy resources as renewable and non-renewable. I can choose the most appropriate energy resources for Connah's Quay.	
3	To discuss the energy used by electrical equipment.  To recognise features of light energy.	A6: Pitstop- bar chart, completed table, energy transfers identified. Homework: definitions of key terms.  A7: labelled eye diagram		I can draw a suitable graph to compare energy used by electrical appliances.. I can identify input, useful and wasted energy for different electrical equipment. I can describe the features of light energy. I can identify parts of the eye.	
4	To recognise features of sound energy. To review my understanding of energy and energy transfers.	A8: written task A9: Revision material produced based on work completed across the unit. Assessment questions.		I can describe the features of sound energy. I can summarise my understanding of energy transfers.  I can describe the structure of the ear.	
5	To recognise where and how energy is used in nature. To discuss process of photosynthesis including the word equation for the reaction.	A10: Homework, spelling test of key words and definitions A11: True or false activity		I can identify examples of where energy is used in nature. I can identify the reactants and products for photosynthesis and place these in a word equation. I can describe factors which effect the rate of photosynthesis.	
6	To recognise how living things use respiration to release energy. To recognise how to use food labels to investigate the chemical energy stored in food.	A12: Responses for comprehension task A13: Completion of bar chart.		I can identify the reactants and products for respiration and place these in a word equation.  I can describe the signs of respiration in humans.  I can use food labels to collect and analyse data relating to chemical energy in food. I can use a graph to compare the energy content of foods.	
7	To recognise how to determine the energy released from different types of food.	A14: Pitstop- identified variables and risk assessment. A15: Pitstop- accurately drawn results table. A16: Pitstop- accurately written conclusion.		I can identify independent, dependent and control variables. I can describe the hazards and risks in a practical investigation. I can draw a suitable table and use this to record data. I can draw scientific conclusions from data collected in an investigation.	