

**Barnsley Academy – Year 7 Science Energy Curriculum**  
**Scheme of Work – 2023-24**

Term 1 Week 3				
	1	2	3	4
<b>Lesson Focus</b>	Energy in Food (Part 2)	Fossil Fuels	Renewable Energy	
<b>Prerequisite Knowledge</b>	Energy Stores			
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>Process and display data collected appropriately</li> <li>Write a conclusion using data collected</li> </ul>	<ul style="list-style-type: none"> <li>Describe how fossil fuels are formed.</li> <li>Describe how electricity is generated in a fossil fuel power station.</li> <li>Evaluate fossil fuels as an energy resource</li> </ul>	<ul style="list-style-type: none"> <li>Define renewable energy resources and give examples</li> <li>Describe how renewable sources produce electricity using energy transfers</li> <li>Describe the advantages and disadvantages of different renewable energy sources</li> </ul>	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	<ul style="list-style-type: none"> <li>Use of the visualiser to model graphs</li> <li>Model for writing a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Slide 4 – 7 teacher explains the formation of coal</li> <li>Diagram used to describe how electricity is generated</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Slide 4 – 5 Teacher describes the difference between renewable and none renewable energy sources</li> <li>Table used to describe renewable energy sources</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>Drawing a graph</li> <li>Writing a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>How is coal formed</li> <li>Explain how electricity is generated</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe renewable and none renewable energy</li> <li>Evaluate renewable energy sources</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Assessment (Informal/Formal)</b>	Independent practice tasks – exam question incorporated. Learning checks on WB Students to self- assess all tasks. Teacher to circulate and check for misconceptions.	Independent practice tasks – exam question incorporated. Learning checks on WB Students to self- assess all tasks. Teacher to circulate and check for misconceptions.	Independent practice tasks – exam question incorporated. Learning checks on WB Students to self- assess all tasks. Teacher to circulate and check for misconceptions.	
<b>Resources</b>				
<b>Specific SEN(D)/EAL support</b>	Conclusion model Use of visualiser	Diagram used to explain how electricity is generated	Visualiser support	