Science Year 7 Sound

Year group Year 7	Sound
Prior learning- linked to National curriculum	Students will have a concept from KS2 about light and sound as forms of energy Pupils should be taught to: ● *identify how sounds are made, associating some of them with something vibrating* ● *recognise that vibrations from sounds travel through a medium to the ear* ● *find patterns between the pitch of a sound and features of the object that produced it* ● *find patterns between the volume of a sound and the strength of the vibrations that produced it* ● *recognise that sounds get fainter as the distance from the sound source increases.*
Covid gaps	Sound is introduced early in KS2 (Y3/4) so key vocabulary may be lacking if the topic is not covered during Covid (2019-2021). Teacher to introduce overview of some of the earlier demonstrations of sound travel such as the 'string telephone', rice grains on a drum and slinky before introducing the idea of wave diagrams and new vocabulary of frequency, wavelength and amplitude.
Rationale	KS3 chemistry module on particles will give foundation to understanding the role of matter in transfer of energy
Vocabulary:	**Keywords** **6.1 Sound glossary.docx**
Cultural Capital:	
Key assessments- name the assessments	Big question (6 mark question) Mid point *Compare the time it takes light to travel around the world with the time it takes sound to travel the same distance. The distance around the equator is about 40 000 km. (6 marks, QWC)* *6.2b Big question.docx* A range of multiple choice, short answer and a long answer question. 6 Exam.docx
What do children know/ can do now (EDSM)	Test marks- **Emerging - 20%** **Developing - 40%** **Securing - 60%** **Mastered - 80%**