

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Biology	Cells	Ecology	Diseases and Epidemics	Body Systems/Enzymes	Genetics
	<ul style="list-style-type: none"> Recall cell theory Ultrastructure of cells Uni to multicellular The characteristics of living things How to make and use dichotomous keys How scientist classify living things Plant and animal cells under a light and electron microscope Specialization of cells 	<ul style="list-style-type: none"> Respiration Photosynthesis Biotic and abiotic parts of an ecosystem (Crit B&C) Relationships within ecosystems Food webs are made up of a number of food chains. Factors affecting plant and animal populations. Analyse and evaluate changes in a food web. Energy flow within ecosystems Ecosystems including both biotic and abiotic factors Adaptations of living things to their environment 	<ul style="list-style-type: none"> Requirements for life are provided through the coordinated function of body systems such as the respiratory, circulatory, digestive, nervous and excretory systems. Structure and functions of the different body systems (specifically: the respiratory, circulatory, immune) Substances are transported around an organism (blood) and how substances move in and out of cells and the alveoli (diffusion and osmosis) (design lab) Pathogens can cause disease; investigate common illnesses caused by viruses and by bacteria The body prevent pathogens entering the body through an antigen-antibody response 	<ul style="list-style-type: none"> Review of the characteristics of living things Biologically important elements and compounds Testing for biological organic molecules Enzymes The Digestive system - The Endocrine system The Nervous system The relationship between different systems of the body 	<ul style="list-style-type: none"> Sexual and asexual Reproduction DNA structure and function DNA - RNA - proteins (transcription & translation) Proteins structure & function Chromosomes and genes Mitosis (recap and more detail) Meiosis overview Patterns of inheritance for many traits can be explained by Mendelian and molecular genetics
Chemistry	Matter/reversible changes	Acids and Bases	Types of Bonds	Periodic Table/Equations	Stoichiometry
	<ul style="list-style-type: none"> The three states of matter and their properties The effect of temperature and the conversion of one state into another Density and its relationship to matter in the three states Reversible and irreversible change How to relate the properties of materials to their use and how and why they are used. 	<ul style="list-style-type: none"> Classify acids and bases The pH scale Reactions of acids and bases Acids and bases in the natural world Effects of acids and bases on living things Uses of acids and bases Acid rain and ecosystems Identify the properties of acids and bases Classify solutions as acidic, basic, or neutral Compare the Arrhenius and Bronsted-Lowry models Use supporting evidence to predict if common household substances are acids or bases Compare, contrast, and/or classify the properties of acids and bases Relate the strength of an acid or base to its degree of ionization Explain the meaning of pH and pOH 	<ul style="list-style-type: none"> Physical and chemical change Water as a solvent. Solubility: solute, solvent, solution, solubility, saturation, solubility curves. Separation techniques. Ionic bonding and covalent bonding. Covalent compounds structure and properties. Covalent compounds in nature and natural resources Impact on the environment of the extraction and use of natural resources. 	<ul style="list-style-type: none"> Review of the structure of atoms Ionic bonding and covalent bonding Short history of development of the model of the atom. Symbolic representation of elements, including atomic numbers and mass numbers. Organization of the periodic table Comparison of metals and non-metals reactivity series Specific properties of group 1 metals and transition metals The history of the development of the periodic table Definitions of atom, molecule, compound, mixture Writing chemical formulae Balancing chemical equations Writing and balancing chemical equations from word equations 	<ul style="list-style-type: none"> Measuring accurately including units and uncertainties Using data logging equipment to measure accurately Correct presentation of results in numerical and visual forms. SI units and standard form. Chemical reactions (neutralisation, combustion, displacement, rates of reactions). Mass conservation (chemical formulae and equations). The mole concept for solids, gases and solutions Gas Laws (self-exploration). Rates of reactions and factors affecting rates.

Physics	Scientific procedures	Forces	Transfer of Energy	Waves and Motion	Motion
	<ul style="list-style-type: none"> • Metric units used for measuring length, time, volume mass and temperature and their conversion • How to draw graphs in science • How to identify and use common measuring equipment correctly • How to use the scientific method to plan, manipulate equipment, collect and record data, analyse data, draw conclusions and evaluate an experiment. 	<ul style="list-style-type: none"> • Appreciate a force is a push or a pull. • Recognise that everything on Earth has forces acting on it. • Describe forces and their effects. • Describe how an unbalanced force is needed to move an object from rest or change its motion – speed and direction (Newton's First Law of motion). • For every force that acts, there is an equal force acting in the opposite direction (Newton's Third Law of motion). • Heavy moving objects are harder to stop than lighter ones (Newton's Second Law of motion). • Recall and use newtons (N) as the correct unit of force. • Recognise that friction is a force that resists movement and occurs when two objects move past each other. • Investigate the effect of lubrication and rougher surfaces. • Describe air resistance as a friction force which slows down the movement of objects in the air. • Investigate the relationship between the extension of a spring and the applied force. • Understand that gravity is the force that pulls all objects towards Earth. • Explain the difference between mass and weight. • Solve problems about weight. • Describe that magnetic forces are non-contact forces. • Explain how a magnetic force is a force of attraction between magnetized materials. Magnetized objects always have both a north and a south pole, never just one or the other. • Describe some examples of technological developments that have contributed to finding solutions to reduce the impact of forces in everyday life, eg car safety equipment and footwear design 	<ul style="list-style-type: none"> • Types of energy (mechanical, thermal, chemical, etc) • Mechanical energy: Potential energy (elastic and gravitational) into kinetic energy examples. • Principle of conservation of energy and why mechanical energy is not always conserved • Work, energy and power. • Transfer of heat energy (Conduction, convection and radiation) • Heating and cooling (changing temperature and changing state) • Efficiency/ Energy wastes into heat • Sankey diagram • Simple machines 	<ul style="list-style-type: none"> • The different forms of waves and their properties • The physical features of waves • Use of the wave equation • The electromagnetic spectrum and uses of the different forms of energy • Reflection, refraction and diffraction of waves • Dispersion of a prism • Sound waves and their properties in different mediums, their reflection and the unit of amplitude of sound • The uses of sound waves eg. ultrasound • The uses of waves to communicate 	<ul style="list-style-type: none"> • Speed/ velocity, distance /displacement and acceleration. • Motion graphs • Equation of motion • Falling under gravity with air resistance. • Newton's 2nd law in terms of momentum • Momentum and impulse • Circular motion • Mass /weight /Force of gravity and gravitational field strength/ (apparent) weightlessness

Interdisciplinary/ Other	Earth, rocks, solar system	Matter	Electricity	Radiation, isotopes	Climate Change
	<ul style="list-style-type: none"> • The structure of the Earth • Tectonic plates and their role in natural disasters • The rock cycle and geological history • The use of rocks and minerals and how technology aids mining • Movement of the Earth and its relationship to day, month, year and seasons • Structure of the solar system • Ancient and modern ideas about the solar system and how technology has helped us to study it. 	<ul style="list-style-type: none"> • States and behaviour of matter • Physical properties of matter • Using models • Subatomic particles • Atoms, elements, compounds • The periodic table • Electronic structure of an element • Representation of elements and compounds • Technological devices and elements and compounds • Different cultures and elements and compounds • Metals and non-metals 	<ul style="list-style-type: none"> • State there are positive and negative charges; know that unlike charges attract & like charges repel • Describe/interpret simple experiments to show the production electrostatic charges by friction • electrical conductors and insulators • Demonstrate understanding of I, emf, pd, R • Draw/ interpret circuit diagrams containing sources, switches, resistors, lamps, meters, & fuses • Use/describe the use of an ammeter and a voltmeter • State that $R = p.d./I$ and understand qualitatively how changes in p.d. or R affect I • Understand that I at every point in a series circuit is the same • Determine Resistivity by experiment • Calculate the combined resistance of two or more resistors in series • State that, for a parallel circuit, the current from the source is larger than the current in each branch. 	<ul style="list-style-type: none"> • Isotopes • Stable and unstable atoms. • Types of radiation and their properties • Background radiation • Radioactive decay • Measuring radioactivity • Half-life • Nuclear Fission and its uses • Nuclear Fusion • How nuclear energy is converted to electricity and the dangers associated with it • Carbon dating • The dangers and uses of radiation 	<ul style="list-style-type: none"> • Carbon cycle • Chemicals of life: • biological organic molecules: carbohydrates, proteins, fats and structure & use in the body. • Tests for and evidence of the action of enzymes on biochemicals. • Climate change: causes • greenhouse gases • deforestation (reduction of sinks) • natural effects • climate change - extreme weather • global warming - temperature change • ocean acidification • biodiversity reduction • sea-level rise • solutions: mitigation, adaptation

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content: (knowledge and skills)
Measurements in the Lab (10 weeks)	Change	Environment Patterns	Scientific and technical innovation	Scientific and technical innovation has allowed scientists to measure more accurately and thus identify patterns and changes within our environment	Criterion A Criterion C	Organisation Thinking	Students will learn about: <ul style="list-style-type: none"> Metric units used for measuring length, time, volume, mass and temperature and their conversion How to collect and organize data: drawing data tables in science How to process data in science How to draw graphs in science How to identify and use common measuring equipment correctly How to use the scientific method to plan, manipulate equipment, collect and record data, analyse data, draw conclusions and evaluate an experiment.
What's the matter? (15 weeks)	Change	Interaction Form	Identities and Relationships	Science enables us to understand interactions and change the form of matter into different materials that can make the world a better place.	Criterion B Criterion C Criterion D	Communication Thinking Research	Students will learn about: <ul style="list-style-type: none"> The three states of matter and their properties The effect of temperature and the conversion of one state into another Density and its relationship to matter in the three states How to measure density of objects Reversible and irreversible change / chemical reactions How to relate the properties of materials to their use / chemical reactions How to use the scientific method to plan, manipulate equipment, collect and record data, analyse data, draw conclusions and evaluate an experiment.
Rockin' around the World (10 weeks)	Systems	Interaction Models	Orientation in space and time	Historical scientific observations of Earth allow scientists to identify the interactions within Earth systems	Criterion A Criterion D	Communication Research Thinking	Students will learn about: <ul style="list-style-type: none"> The structure of the Earth Properties of minerals and their identification Properties of rocks and their identification Rock cycle Formation and properties of igneous rocks Formation and properties of sedimentary rocks Formation and properties of metamorphic rocks Uses of rocks and minerals
Living world (3 weeks)	Relationships	Environment Interaction	Identities and Relationships	Relationships between living and nonliving things within an environment determines the interaction between the different systems.	Criterion A	Communication Thinking	Students will learn about: <ul style="list-style-type: none"> The characteristics of living things Cell theory Ultrastructure of cells Unicellular to multicellular organization Plant and animal cells under a light and electron microscope Specialization of cells How scientists classify living things How to make and use dichotomous keys

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Cells and Living Things (Ecology) (9 weeks)	Systems	Form Function	Scientific and technical innovation	The form and function of stem cells, using bioprinting, generates possibilities for the regeneration of human organs and systems.	Criterion A Criterion B Criterion C Criterion D	Communication Research MLA 8, paraphrasing, in-text citations, Turnitin	Students will learn about: <ul style="list-style-type: none"> Respiration Photosynthesis Biotic and abiotic parts of an ecosystem (Crit B&C) Relationships within ecosystems Food webs are made up of a number of food chains. Factors affecting plant and animal populations. Analyse and evaluate changes in a food web. Energy flow within ecosystems Ecosystems including both biotic and abiotic factors Adaptations of living things to their environment
Everyday Acids and bases (8 weeks)	Relationships	Balance Consequences Environment	Globalization and sustainability	The relationship between acids and bases is not always balanced and the consequences from this affects the environment and the prospect of long term sustainability.	Criterion A Criterion B Criterion C Criterion D	Thinking Critical thinking Recognise problems, interpret data, draw reasonable conclusions, test conclusions, evaluate and manage risk, identify trends and forecast possibilities Creative thinking Create novel solutions to authentic problems, make guesses, generate testable hypotheses	Students will learn about: <ul style="list-style-type: none"> Classify acids and bases The pH scale Reactions of acids and bases Acids and bases in the natural world Effects of acids and bases on living things Uses of acids and bases Acid rain and ecosystems Identify the properties of acids and bases Classify solutions as acidic, basic, or neutral Compare the Arrhenius and Bronsted-Lowry models Use supporting evidence to predict if common household substances are acids or bases Compare, contrast, and/or classify the properties of acids and bases Relate the strength of an acid or base to its degree of ionization Explain the meaning of pH and pOH
Particles to progress (11 weeks)	Change	Form Function	Scientific and technical innovation	The form and function of different materials used by early human societies influenced change through innovation and revolution.	Criterion A Criterion B Criterion C Criterion D	Communication Research	Students will learn about: <ul style="list-style-type: none"> States and behaviour of matter Physical properties of matter Using models Subatomic particles Atoms, elements, compounds The periodic table Electronic structure of an element Representation of elements and compounds Technological devices and elements and compounds Different cultures and elements and compounds Metals and non-metals
May the force be with you! (9 weeks)	Change	Interaction Consequences	Scientific and technical innovation	Scientific and technical innovation must take into account the effects of balanced and unbalanced forces to maintain or change the position and safety of objects.	Criterion A Criterion B Criterion C Criterion D	Communication Social Collaboration skills Self-management Reflection skills Research Information literacy skills Media literacy Skills	Students will learn about: <ul style="list-style-type: none"> Appreciate a force is a push or a pull. Recognise that everything on Earth has forces acting on it. Describe forces and their effects. Describe how an unbalanced force is needed to move an object from rest or change its motion – speed and direction (Newton's First Law of motion). For every force that acts, there is an equal force acting in the opposite direction (Newton's Third Law of motion).

						<p>Students will learn about:</p> <ul style="list-style-type: none">• Heavy moving objects are harder to stop than lighter ones (Newton's Second Law of motion).• Recall and use newtons (N) as the correct unit of force.• Recognise that friction is a force that resists movement and occurs when two objects move past each other.• Investigate the effect of lubrication and rougher surfaces.• Describe air resistance as a friction force which slows down the movement of objects in the air.• Investigate the relationship between the extension of a spring and the applied force.• Understand that gravity is the force that pulls all objects towards Earth.• Explain the difference between mass and weight.• Solve problems about weight.• Describe that magnetic forces are non-contact forces.• Explain how a magnetic force is a force of attraction between magnetized materials. Magnetized objects always have both a north and a south pole, never just one or the other.• Describe some examples of technological developments that have contributed to finding solutions to reduce the impact of forces in everyday life, eg car safety equipment and footwear design
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Unit title:	Key concept :	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Physics: Transfer of Energy (12 weeks)	Change	Energy Transformation	Scientific and technical innovation	Through controlling energy we can make changes happen that have an impact on the way people live now and in the future.	Criterion B Criterion C Criterion A	Self-management Organization skills Research Information literacy skills	Students will learn about: <ul style="list-style-type: none"> Types of energy (mechanical, thermal, chemical, etc) Potential energy into kinetic energy examples. Principle of conservation of energy and why mechanical energy is not always conserved Work, energy and power. Transfer of heat energy (Conduction, convection and radiation) Heating and cooling (changing temperature and changing state) Efficiency/ Energy wastes into heat Sankey diagram Simple machines
Separating and joining (12 weeks)	Change	Form Transformation	Globalization and sustainability	The way in which matter changes and transforms can inform the way in which natural resources may be used to sustain the world.	Criterion A Criterion D	Self management and Research (opportunity to demonstrate in the criterion D assessment task)). Critical thinking	Students will learn about: <ul style="list-style-type: none"> Physical and chemical change Water as a solvent. Solubility: solute, solvent, solution, solubility, saturation, solubility curves. Separation techniques. Ionic bonding and covalent bonding. Covalent compounds structure and properties. Covalent compounds in nature and natural resources Impact on the environment of the extraction and use of natural resources.
Diseases and Epidemics (10 weeks)	Change	Form Function	Fairness and development	The human body changes in response to diseases and those living in LEDC's are more prone to diseases due to a lack of fundamental resources for survival and inequitable living conditions.	IDU: I&S Criterion A Criterion D Criterion B	Research - Information literacy skills (Finding, interpreting, judging and creating information) Thinking - Critical thinking skills (Analysing and evaluating issues and ideas) Communication (Crit D task and in IDU task & Crit B design lab)	Students will learn about: <ul style="list-style-type: none"> Requirements for life are provided through the coordinated function of body systems such as the respiratory, circulatory, digestive, nervous and excretory systems. Structure and functions of the different body systems (specifically: the respiratory, circulatory, immune) Substances are transported around an organism (blood) and how substances move in and out of cells and the alveoli (diffusion and osmosis) (design lab) Pathogens can cause disease; investigate common illnesses caused by viruses and by bacteria The body prevent pathogens entering the body through an antigen-antibody response
Are all our futures electric? (6 weeks)	Systems	Transformation Energy	Scientific and technical innovation (Systems, Models, Methods, Products, Processes and solutions)	The transformation of electrical systems has defined the modern world and made new futures possible.	Criterion C	Communication Reading, writing and using language to gather and communicate information Research Information literacy skills Thinking Evaluate evidence and arguments Draw reasonable conclusions and generalizations	Students will learn about: <ul style="list-style-type: none"> State there are positive and negative charges; know that unlike charges attract & like charges repel Describe/interpret simple experiments to show the production electrostatic charges by friction electrical conductors and insulators Demonstrate understanding of I, emf, pd, R Draw/ interpret circuit diagrams containing sources, switches, resistors, lamps, meters, & fuses Use/describe the use of an ammeter and a voltmeter State that $R = p.d./I$ and understand qualitatively how changes in p.d. or R affect I Understand that I at every point in a series circuit is the same Determine Resistivity by experiment Calculate the combined resistance of two or more resistors in series State that, for a parallel circuit, the current from the source is larger than the current in each branch.

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
How can we communicate? (Waves and Motion) (12 weeks)	Systems	Energy Movement	Scientific and technical innovation	Scientific innovation has allowed us to make use of waves as means of communication.	Criterion A Criterion C Criterion D	Communication Research	Students will learn about: <ul style="list-style-type: none"> The different forms of waves and their properties The physical features of waves Use of the wave equation The electromagnetic spectrum and uses of the different forms of energy Reflection, refraction and diffraction of waves Dispersion of a prism Sound waves and their properties in different mediums, their reflection and the unit of amplitude of sound The uses of sound waves eg. ultrasound The uses of waves to communicate
Chemistry- How do we map matter? (15 weeks)	Systems	Patterns Evidence	Orientation in space and time	The discovery of patterns associated with the periodic table has allowed scientists to identify systems associated with chemical reactions	Criterion A Criterion B	Social Self management Thinking	Students will learn about: <ul style="list-style-type: none"> Review of the structure of atoms Ionic bonding and covalent bonding Short history of development of the model of the atom. Symbolic representation of elements, including atomic numbers and mass numbers. Organization of the periodic table Comparison of metals and non-metals reactivity series Specific properties of group 1 metals and transition metals The history of the development of the periodic table Definitions of atom, molecule, compound, mixture Writing chemical formulae Balancing chemical equations Writing and balancing chemical equations from word equations
Changes inside the nucleus (10 weeks)	Change	Consequences Energy	Globalization and sustainability	chemical and nuclear changes can help scientists reduce the consequences of energy release enabling sustainability to earth	Criterion A Criterion D	Communication Research	Students will learn about: <ul style="list-style-type: none"> Isotopes Stable and unstable atoms. Types of radiation and their properties Background radiation Radioactive decay and decay equations Measuring radioactivity Half-life Nuclear Fission and its uses Nuclear Fusion How nuclear energy is converted to electricity and the dangers associated Carbon dating The dangers and uses of radiation
Food for Thought (3 weeks)	Systems	Function Interaction	Personal and cultural expression	The function of different systems in living organisms is to interact with each other to maintain life and give each a personal identity.	Criterion B Criterion C	Self management Thinking	Students will learn about: <ul style="list-style-type: none"> Review of the characteristics of living things Biologically important elements and compounds Enzymes The Digestive system - The Endocrine system The Nervous system The relationship between different systems of the body

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives :	ATL Skills:	Content:
<p>How far, how fast, how much faster?</p> <p>(Motion)</p> <p>(10 weeks)</p>	Change	Balance Consequences Movement	<i>Orientation in space and time</i>	To know where we are and where we are moving to, we need to describe the relationship between space and time.	Criterion B Criterion C Criterion A	<p>Thinking</p> <p>Critical thinking skills Creative thinking skills</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> Speed/ velocity, distance /displacement and acceleration. Motion graphs Equation of motion Falling under gravity with air resistance. Newton's 2nd law in terms of momentum Momentum and impulse Circular motion Mass /weight /Force of gravity and gravitational field strength/ (apparent) weightlessness
<p>One mole, two moles, three moles...</p> <p>(Stoichiometry)</p> <p>(10 weeks)</p>	Systems	Interaction Patterns	<i>Personal and cultural expression</i>	Monitoring interactions and discerning patterns help to understand systems and the use of rules and conventions help explain how substances react.	Criterion A Criterion D	Information literacy. Research.	<p>Students will learn about:</p> <ul style="list-style-type: none"> Measuring accurately including units and uncertainties Using data logging equipment to measure accurately Correct presentation of results in numerical and visual forms. SI units and standard form. Chemical reactions (neutralisation, combustion, displacement, rates of reactions). Mass conservation (chemical formulae and equations). The mole concept for solids, gases and solutions Gas Laws (self-exploration). Rates of reactions and factors affecting rates.
<p>Carbon goes around and comes around</p> <p>(Carbon and its biogeochemical cycle)</p> <p>(8 weeks)</p>	Relation-ships	Models Consequences	<i>Globalization and sustainability</i>	Models can be used to study the movement of carbon through natural and human-made processes and its consequences, and to develop solutions that impact humankind and the environment.	Criterion B Criterion C	Self management. Communication	<p>Students will learn about:</p> <ul style="list-style-type: none"> Carbon cycle Chemicals of life: biological organic molecules: carbohydrates, proteins, fats and structure & use in the body. Tests for and evidence of the action of enzymes on biochemicals. Climate change: causes greenhouse gases deforestation (reduction of sinks) natural effects climate change - extreme weather global warming - temperature change ocean acidification biodiversity reduction sea-level rise solutions: mitigation, adaptation
<p>Knowing who we are</p> <p>(Genetics)</p> <p>(9 weeks)</p>	Relation-ships	Evidence Patterns	<i>Identities and relationships</i>	A reasoned analysis of evidence and patterns allows humans to explore their identity, beliefs, and values, respecting each other's differences.	Criterion D Criterion A	Research.	<p>Students will learn about:</p> <ul style="list-style-type: none"> Sexual and asexual Reproduction DNA structure and function DNA - RNA - proteins (transcription & translation) Proteins structure & function Chromosomes and genes Mitosis (recap and more detail) Meiosis overview Patterns of inheritance for many traits can be explained by Mendelian and molecular genetics

(Grade 6) Year 1 Key concepts									
		Systems	1	Change	2	Relationship	1		

(Grade 6) Year 1 Related concepts									
Balance		Consequences		Energy		Environment	2		
Evidence		Form	1	Function		Interaction	3		
Models	1	Movement		Patterns	1	Transformation			

(Grade 7) Year 2 Key concepts									
		Systems	1	Change	2	Relationship	1		

(Grade 7) Year 2 Related concepts									
Balance	1	Consequences	2	Energy		Environment	1		
Evidence		Form	2	Function	2	Interaction	1		
Models		Movement		Patterns		Transformation			

(Grade 8) Year 3 Key concepts									
		Systems	1	Change	3	Relationship	0		

Year 3 Related concepts									
Balance		Consequences		Energy	2	Environment			
Evidence		Form	2	Function	1	Interaction			
Models		Movement		Patterns		Transformation	3		

(Grade 9) Year 4 Key concepts									
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		Systems	3	Change	1	Relationship	0		
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Year 4 Related concepts									
Balance		Consequences	1	Energy	2	Environment			
Evidence	1	Form		Function	1	Interaction	1		
Models		Movement	1	Patterns	1	Transformation			

(Grade 10) Year 5 Key concepts									
		Systems	1	Change	1	Relationship	2		

Year 5 Related concepts									
Balance	1	Consequences	2	Energy		Environment			
Evidence	1	Form		Function		Interaction			
Models	1	Movement	1	Patterns	1	Transformation			

Year 1-5 Key concepts (Total)									
		Systems	7	Change	9	Relationship	4		

Year 1-5 Related concepts (total)									
Balance	2	Consequences	5	Energy	4	Environment	3		
Evidence	2	Form	5	Function	4	Interaction	5		
Models	2	Movement	2	Patterns	3	Transformation	3		

Distribution of Related Concepts through the years:

Related Concepts	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
Balance		1			1
Consequences		2		1	2
Energy			2	2	
Environment	2	1			
Evidence				1	1
Form		2	2		
Function		2	1	1	
Interaction	3	1		1	
Models	1				1
Movement				1	1
Patterns	2			1	1
Transformation			3		

CONCEPTS BY SUBJECT:

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Biology	Cells	Ecology	Diseases & Epidemics	Body Systems/Enzymes	Genetics
	RELATIONSHIPS	SYSTEMS	CHANGE	SYSTEMS	RELATIONSHIPS
	Environment Interaction	Form Function	Form Function	Function Interaction	Patterns Evidence
Chemistry	Matter/reversible changes	Acids and Bases	Types of Bonds	Periodic Table/Equations	Stoichiometry
	RELATIONSHIPS	RELATIONSHIPS	CHANGE	SYSTEMS	SYSTEMS
	Interaction Patterns	Balance Consequences Environment	Form Transformation	Patterns Evidence	Interactions Patterns
Physics	Scientific procedures	Forces	Transfer of Energy	Waves and Motion	Motion
	CHANGE	CHANGE	CHANGE	SYSTEMS	CHANGE
	Environment Patterns	Form Function	Energy Transformation	Energy Movement	Balance Consequences Movement
Interdisciplinary Or Other	Earth, rocks, solar system	Matter	Electricity	Radiation, isotopes	Climate Change
	SYSTEMS	CHANGE	SYSTEMS	CHANGE	RELATIONSHIPS
	Interaction Models	Interaction Consequences	Transformation Energy	Consequences Energy	Models Consequences