

Plan Of Learning For The Year (Unit/Topic/Project Context)

<p>Half Term 1</p> <ul style="list-style-type: none"> • 1 Measurements and their errors • 3 Waves <p>Half Term 2</p> <ul style="list-style-type: none"> • 2 Particles and radiation • 3 Waves <p>Half Term 3</p> <ul style="list-style-type: none"> • 2 Particles and radiation • 5 Electricity 	<p>Half Term 4</p> <ul style="list-style-type: none"> • 5 Electricity • 4 Mechanics <p>Half Term 5</p> <ul style="list-style-type: none"> • 4 Mechanics and materials <p>Half Term 6</p> <ul style="list-style-type: none"> • 6 Further mechanics
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Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Regular self and peer assessment • Regularly assessed homework • Termly Teacher Assessment • Termly Formal Assessment (FA) • Learning logs used to guide feedback and develop students' mindset 	<ul style="list-style-type: none"> • Collaboration with AMRC, Sheffield Hallam University and the University of Sheffield • Sessions run by external speakers on Physics topics (e.g., nuclear physics, rocket design) 	<ul style="list-style-type: none"> • Application of Physics in real life contexts embedded throughout the course • Development of skills to meet the practical endorsement to allow students to progress to onto practical based degrees • Careers session run with the AMRC about apprenticeships

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Identification and use of correct equations • Conversion of units and use of prefixes • Lines of best fit have to go through the origin 	<ul style="list-style-type: none"> • Linking GCSE knowledge to new A Level ideas to build upon prior knowledge • Notes provided to students on content • Spaced retrieval homework that covers a wide selection of knowledge to develop deeper understanding of content 	<ul style="list-style-type: none"> • Support is given in lesson for those students who have not taken A Level Mathematics • Modelling in lessons is key to showing students the steps involved in each process • Students are encouraged to question everything to build a deep understanding of the knowledge