

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

<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>• <b>Energy Transfer in and between organisms Unit 5</b> – Dependant reactions limiting factors</li> <li>• <b>Genetics, populations, evolution and ecosystems Unit 7</b> – Populations in an ecosystem.</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>• <b>Energy Transfer in and between organisms Unit 5</b> – Energy transfer</li> <li>• <b>Genetics, populations, evolution and ecosystems Unit 7</b> –gene expression</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>• <b>The control of gene expression Unit 8</b> – Mutations and DNA</li> <li>• <b>Organisms respond to changes in their internal and external environments Unit 6</b> – Reflex arc and action potential</li> </ul>	<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>• <b>The control of gene expression Unit 8</b> – Genetic screening</li> <li>• <b>Organisms respond to changes in their internal and external environments Unit 6</b> – Homeostasis</li> </ul> <p><b>Half Term 5 - Revision</b> <b>Half Term 6 - Exam</b></p>
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<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>• Regular self and peer assessment</li> <li>• Regularly assessed homework</li> <li>• Termly Teacher Assessment</li> <li>• Termly Formal Assessment (FA)</li> <li>• Learning logs used to guide feedback and develop students’ mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to local university</li> <li>• Visits to “The Deep” aquarium</li> </ul>	<ul style="list-style-type: none"> <li>• Application of Biology in real life contexts embedded throughout the course</li> <li>• Development of skills to meet the practical endorsement to allow students to progress to onto practical based degrees</li> <li>• Careers session run with the university</li> </ul>

<b>Common misconceptions</b>	<b>Connecting New Knowledge</b>	<b>Challenge for all</b>
<ul style="list-style-type: none"> <li>• Mitosis occurs in all cells.</li> <li>• Meiosis involves fusion of cells</li> <li>• <b>Blood temperature</b>, not body temperature is monitored by the hypothalamus in the brain.</li> <li>• The coordination of temperature regulation is carried out by the brain.</li> </ul>	<ul style="list-style-type: none"> <li>• Linking GCSE knowledge to new A Level ideas to build upon prior knowledge</li> <li>• Notes provided to students on content</li> <li>• Spaced retrieval homework that covers a wide selection of knowledge to develop deeper understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>• Support is given in lesson for those students who have not taken A Level Mathematics</li> <li>• Modelling in lessons is key to showing students the steps involved in each process</li> <li>• Students are encouraged to question everything to build a deep understanding of the knowledge</li> </ul>