

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

Half Term 1

- Biology – Cells part 3, Chemistry – Chemical Changes 1, Physics – Electricity 1

Half Term 2

- Biology – Infection and Response 1, Chemistry – Chemical Changes 2, Physics – Electricity 2

Half Term 3

- Biology – Infection and Response 3, Chemistry – Energy Changes, Physics - Particles

Half Term 4

- Biology – Infection and Response 4, Chemistry – Rate and Extent of a Reaction, Physics – Magnetism 1

Half Term 5

- Biology – Bioenergetics, Chemistry – Analysis 1, Physics Magnetism 2

Half Term 6

- Biology – Homeostasis, Chemistry – Analysis 2, Physics – Magnetism 3
- Review and consolidation of the year to include end of year assessment, followed by review of any gaps.

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 • Regular Formative Assessment • Termly Teacher Assessment (FFA) • Termly Formal Assessment (FA) • Whole Class Feedback 	<ul style="list-style-type: none"> • Use of Seneca to Support Learning both as homework and independent study 	<ul style="list-style-type: none"> • Career Link in Each Unit, linking to the Gatsby Benchmark • Opportunities for Practical work that both links and applies to industry • Transferable skills via practicals such as problem solving, group work and working to a deadline.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Living things grow because cells get larger • Anyone with a fever needs a course of antibiotics • Vaccines are dangerous • All Liquids boil at 100°C • Heat is not energy • All metals are attracted to a magnet • A magnetic field is a pattern of lines • Wires are hollow like a hose, and electrons move inside the hollow space 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary and key concepts, building key knowledge for GCSE • Provision of Knowledge Organisers for each topic given at the start • Provision of Curriculum map 	<ul style="list-style-type: none"> • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of clear feedback model to show next steps to improve • Stretch activates built in to each lesson