

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

<p>Half Term 1</p> <ul style="list-style-type: none"> • Biology – Cells <p>Half Term 2</p> <ul style="list-style-type: none"> • Biology – Infection and Response <p>Half Term 3</p> <ul style="list-style-type: none"> • Biology – Infection and Response 	<p>Half Term 4</p> <ul style="list-style-type: none"> • Biology – Infection and Response <p>Half Term 5</p> <ul style="list-style-type: none"> • Biology – Bioenergetics <p>Half Term 6</p> <ul style="list-style-type: none"> • Biology – Homeostasis • Review and consolidation of the year to include end of year assessment, followed by review of any gaps.
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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 • 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 • Photosynthesis is made up of a light reaction and a dark reaction. • Only green plants can carry out photosynthesis. • Chlorophyll absorbs green light in sunlight for photosynthesis. 	<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