Department: Science Biology	Year 9

Plan Of Learning For The Year (Unit/Topic/Project Context)	
Half Term 1 • Biology - Cells, **Half Term 2** • Biology – Organisation **Half Term 3** • Biology – Organisation	**Half Term 4** • Biology – Ecology, **Half Term 5** • Biology – Ecology 2 **Half Term 6** • Review of the Year to include end of year assessment and feedback

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
• Regular self and peer assessment • Regular Formative Assessment • Termly Teacher Assessment (FFA) • Termly Formal Assessment (FA) • Whole Class Feedback	• Use of Seneca to Support Learning both as homework and independent study	• 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
• Cells are flat or very thin • Plants are dependent upon humans • Enzymes are killed by heating. • The optimum temperature for enzyme activity is 37^{o}C because this is our body temperature. • Enzymes are denatured at very low or high temperatures. • The rate of an enzymic reaction decreases with time as enzyme molecules are used up during the reaction.	• 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	• 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