

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

Half Term 1

- Chemistry – Chemical Changes

Half Term 2

- Chemistry – Chemical Changes

Half Term 3

- Chemistry – Energy Changes

Half Term 4

- Chemistry – Rate and Extent of a Reaction

Half Term 5

- Chemistry – Analysis 1

Half Term 6

- Chemistry – Analysis 2
- 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"> • All Liquids boil at 100°C • Heat is not energy • Common misconceptions in this topic include that 'more collisions' lead to an increased rate of reaction, whereas 'more frequent' collisions (per unit time) is the more correct way of explaining this as there may overall be the same number of collisions but in a different amount of time 	<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 activities built in to each lesson