

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

Half Term 1

- Chemistry – Quantitative Chemistry

Half Term 2

- Chemistry – Quantitative Chemistry

Half Term 3

- Chemistry – Organic Chemistry,

Half Term 4

- Chemistry – Resources 1,

Half Term 5

- Chemistry – Resources 2,

Half Term 6

- Preparation for the terminal GCSE Examinations

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"> • When things dissolve, they disappear • Gasses are not matter because they are invisible • That the number before a molecule formula relates to the full formula • Some common misunderstandings include that the mole refers to a certain mass rather than a number, and that different substances of equal mass are made up of the same number of moles. 	<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