



	KS4 prior learning	By the end of the term, students can:	Year 12 Term 1 Unit 1: Externally Assessed Exam	Year 12 Term 2 Unit 2: Internally Assessed Coursework	Year 12 Term 3 Unit 2: Internally Assessment Coursework	Year 13 Term 1 Unit 3 Externally Assessed Exam	Year 13 Term 2 Unit 8: Internally Assessed Coursework	Year 13 Term 2 Unit 8: Internally Assessed Coursework
What we want our students to know and remember	Biology: Cell Biology - identify the difference between prokaryotic and eukaryotic cells. Cell specialisation and adaptation of specialised cells.  Chemistry: Ionic & Covalent bonding, structure of the periodic table, intermolecular forces, oxidation and reduction reactions.  Physics: Waves, transverse & longitudinal waves, diffraction, EM spectrum	Define the key tier 3 vocabulary:	Chemistry: relative atomic mass, reactivity, standard solution, relative molar mass, Avogadro's constant, concentration, ionic, covalent, metallic, intermolecular forces, periodicity, oxidation, reduction  Biology: organelles, prokaryotic, eukaryotic, gram positive, gram negative, specialisation, adaptation, gametes, chromosomes, endothelial, epithelial, atherosclerosis.  Physics: waves, transverse, longitudinal, resonance, superposition, diffraction, refractive index, internal reflection, critical angles, electromagnetic spectrum,	Chemistry: titration, colourimetry, balance, mass, volume, density, calibration, conclusion, pH meter, secondary data, dilution series, absorbance, cooling curve, calorimetry, tangent, chromatography, TLC, Rf value, amino acids	Chemistry: titration, colourimetry, balance, mass, volume, density, calibration, conclusion, pH meter, secondary data, dilution series, absorbance, cooling curve, calorimetry, tangent, chromatography, TLC, Rf value, amino acids	Biology: carboxyl group, R group, amino acid, activation energy, enzymes, diffusion, percentage error, Brownian motion, biotic & abiotic Chemistry: viscosity, combustion, specific heat capacity, chemical & physical reactions, Physics: Resistance, power, work done, specific heat capacity	Biology: Musculoskeletal system, demineralisation, dissection, lymphatic system, lymph, tissue, Lymphedema, lymphadenitis and Hodgkin's Lymphoma, digestive system, small intestine, villus, enzyme, chemical digestion, mechanical digestion	Biology: Musculoskeletal system, demineralisation, dissection, lymphatic system, lymph, tissue, Lymphedema, lymphadenitis and Hodgkin's Lymphoma, digestive system, small intestine, villus, enzyme, chemical digestion, mechanical digestion

In Unit 1 building in complexity is achieved through the initial recapping of GCSE subject matter. Students approach the Unit 1 specification in a bottom to top approach. E.g. - in the biology content, students start by recapping GCSE cells, before moving onto the more complex KS5 content of cells and then through to the organ systems and diseases associated with the systems.

their course: Chemistry: Recall the structure of

Students develop this

knowledge throughout

the periodic table and how this relates to their properties. Describe how to

Recall the knowledge:

undertake a titration and prepare a standard solution & concentration Describe how to determine the electronic structure of elements within the periodic table.

Biology: Recall the structure of the organelles within key animal cells.

Discuss the difference between light and electron microscopes. Calculate magnification using the IAM equation triangle.

Describe the difference between gram positive and gram negative

bacteria. Physics: Identify the difference types of waves. Know how to calculate wave speed. Know how to draw graphs to show sine

waves.

Unit 2 is internally assessed coursework. As such, students are first introduced to the key skills and given opportunity to gain the skills and knowledge that they will need to be successful in their assignments. This Unit is split into 4 learning aims, with key recall content highlighted below:

Learning Aim A: Describe how to calibrate equipment Explain the relationship between mass and volume Calculate density using given values. Define the term titration Demonstrate correct titrimetric technique Evaluate the most difficult parts of titrimetric technique Evaluate the quality of titration results Demonstrate correct titrimetric technique Apply understanding of own titration to complete logs for learning aim D

Learning Aim B: Define key terms associated with cooling curves Explain what the curves on a cooling curve graph shows Identify alternations necessary to the cooling curve method Evaluate methods used and suggest improvements for cooling curves

Learning Aim C: Define polarity Explain precautionary measures necessary in a practical Draw conclusions based upon data Explain how to create

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associated with cooling

Define polarity Explain precautionary measures necessary in a practical Draw conclusions based upon data Explain how to create

Biology: Learning Aim A: Identify R groups and Identify the major bones carboxyl groups in amino in the human body. acids Describe the structure of Describe the structure of key parts of the skeleton. amino acids Discuss the functions of the skeleton and Explain the structure of proteins in terms of their relationship between structure and function. primary, secondary, tertiary and quaternary Identify the key structures components of bone. Recall the names of Describe the difference individual proteins between compact bone Explain how the inducedand spongy bone fit and lock and key Discuss the role of hypotheses work osteoblasts and Recall the factors that osteoclasts affect plant growth Recall the three different Explain why these types of joints factors affect plant Describe the growth Chemistry: these joints Define the term viscosity Describe complete and incomplete combustion function Explain the differences properties that different for fuels have. Define the term energy

specific heat capacity

Draw the electrical symbols for common

circuit components

Draw the electrical

Describe how to

investigate how thermistors vary with

temperature

improvements

Describe how to

calculate work done

using the equation

done

symbols for resistors

Evaluate practical for

Define the term work

Physics:

circuit

characteristics of each of Explain how joints are adapted for their Identify some treatments musculoskeletal systems Describe how to treat Explain what is meant by these conditions Suggest explanations as to why treatments work Learning Aim B: Identify key parts of the lymphatic system Describe how to create a Describe the roles of the lymphatic system Explain the necessity of a lymphatic system Identify some diseases of the lymphatic system Describe how these diseases are treated Explain what would happen if they were not treated appropriately. Learning Aim C Identify the key components of a healthy diet Describe the function of each of these components Explain how to test for each component Identify the structure of the digestive system

Describe peristalsis and

retropeistalsis

Learning Aim A: Identify the major bones in the human body. Describe the structure of key parts of the skeleton. Discuss the functions of the skeleton and relationship between structure and function. Identify the key components of bone. Describe the difference between compact bone and spongy bone Discuss the role of osteoblasts and osteoclasts Recall the three different types of joints Describe the characteristics of each of these joints Explain how joints are adapted for their function Identify some treatments musculoskeletal systems Describe how to treat these conditions Suggest explanations as to why treatments work Learning Aim B: Identify key parts of the lymphatic system Describe the roles of the lymphatic system Explain the necessity of a lymphatic system Identify some diseases of the lymphatic system Describe how these diseases are treated Explain what would happen if they were not treated appropriately. Learning Aim C Identify the key components of a healthy diet Describe the function of each of these components Explain how to test for each component Identify the structure of the digestive system Describe peristalsis and

retropeistalsis

	Describe how wavelength, frequency and wavelength change Discuss some uses of EM waves.	chromatograms using leaf pigments Create a research document on the chromatography of different pigments Discuss which solvent is most effective for extracting pigments  Learning Aim D: Analyse and evaluate the evidence of skills gained during the course of the previous assignments	leaf pigments Create a research document on the chromatography of different pigments Discuss which solvent is most effective for extracting pigments  Learning Aim D: Analyse and evaluate the evidence of skills gained during the course of the previous assignments	Explain the processes involved in digestion from mouth to anus Identify the core enzymes involved in digestion Recall the reactants and products of each enzyme involved in digestion Describe how enzymes work	Explain the processes involved in digestion from mouth to anus Identify the core enzymes involved in digestion Recall the reactants and products of each enzyme involved in digestion Describe how enzymes work
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What we want our students to do

Students develop skills through the use of required practical activities at GCSE. These skills can then be further enhanced and developed within the Applied Science Curriculum. Skills that students already have within KS4 that are passed into this qualification are below:

- Magnification calculations
- Use of ripple tanks
- Refraction
- Angles of incidence & refraction
- cooling curves
- Drawing tangents to determine rates of reaction
- Calculating concentration
- Calculating density.
- Evaluation of practical activities for improvements

along with knowledge; because the students know more they will be able to do more in their skills development. Unit 1 focused upon subject knowledge and as such, skills development is minimal in comparison to Unit 2, which is much more comprehensive. Chemistry: Calculate the number of moles in a solution Calculate the relative atomic and molecular mass of substances Determine the end point of titrations Explain how to prepare a standard solution Calculate concentration Determine the electronic structure of elements using the bus seat method.

Skills build in complexity

Biology: Calculate magnification using the IAM equation triangle. Undertake an independent investigation using light microscopes. Create a practical to investigate whether bacteria are gram positive or gram negative

Demonstrate excellence

in these skills:

Physics: Create a wave machine to show how waves transfer energy. Demonstrate superposition of waves using a ripple tank. Calculate wave speed Define the term refraction Calculate the refractive index by applying Snell's Create a practical method to determine angles of incidence & refraction Know the different waves | Evaluate the

Learning Aim A: Correctly prepare and standardise solutions for titration and colorimetry. Investigate the concentration of unknown solutions, using procedures and techniques in titration and colorimetry. Demonstrate skilful application of procedures | application of procedures and techniques in titration and colorimetry to accurately determine the concentration of solutions. Evaluate the accuracy of procedures and techniques used in titration and colorimetry in relation to outcomes and suggest improvements. Learning Aim B: Correctly obtain data using different equipment to construct cooling curves. Correctly determine the rate of cooling of substances using cooling curves. Analyse the rate of cooling of substances from your data using cooling curves to draw

valid conclusions. Evaluate the accuracy of practical work in calorimetry in relation to the analysis of the cooling curve Learning Aim C: Correctly use chromatographic techniques to produce chromatograms. Explain the use of chromatographic techniques to separate mixtures. Analyse own chromatograms and relate the factors that affect the separation of mixtures to the quality of

results obtained.

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Learning Aim A:

Correctly prepare and

Biology: Create activation energy diagrams to show enzyme action Draw conclusions from practical demonstrations in diffusion Calculate percentage error from pipettes & syringes Create an essay about the factors affecting plant growth & distribution Describe how to carry out an investigation into distribution Create a report on the practical carried out. Analyse data using statistical analysis

Chemistry:

Calculate the specific heat capacity of different fuels Create a practical method and carry it out effectively Calculate a statistical analysis based upon given data. Explain why statistical analysis is necessary Calculate statistics based upon given data. Evaluate given data for statistical significance

Physics: Calculate resistance using Ohm's law Define specific heat capacity Describe how to investigate SHC Create a method to show how to investigate SHC Explain why statistical analysis is necessary Calculate statistics based upon given data. Evaluate given data for statistical significance

in the human body. Describe the effect of disorder of muscles and joints and possible corrective treatment(s). Compare how disorders of the musculoskeletal system can affect how muscles bring about movement of joints and the role of corrective treatment(s). Evaluate the effect of corrective treatment(s) associated with a musculoskeletal disorder. Learning Aim B: Describe the gross anatomy and function of the organs of the lymphatic system. Describe the effect of a disorder on the lymphatic system and possible corrective treatment(s). Explain the physiological reasoning for corrective treatment(s) associated with a disorder of the lymphatic system. Evaluate the effect of corrective treatment(s) for a disorder of the lymphatic system. Learning Aim C: Explain the role and location of organs involved in digestion. Correctly carry out investigations to establish sources and importance of key nutrients for a balanced diet. Describe the symptoms of nutrient deficiency as a result of dietary-related disease. Analyse the role of digestive enzymes on

nutrient uptake in each

corrective treatment(s)

part of the digestive

Explain the use of

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Learning Aim A:

role of the

Explain the functional

musculoskeletal system

Learning Aim A: Explain the functional role of the musculoskeletal system in the human body. Describe the effect of disorder of muscles and joints and possible corrective treatment(s). Compare how disorders of the musculoskeletal system can affect how muscles bring about movement of joints and the role of corrective treatment(s). Evaluate the effect of corrective treatment(s) associated with a musculoskeletal disorder. Learning Aim B: Describe the gross anatomy and function of the organs of the lymphatic system. Describe the effect of a disorder on the lymphatic system and possible corrective treatment(s). Explain the physiological reasoning for corrective treatment(s) associated with a disorder of the lymphatic system. Evaluate the effect of corrective treatment(s) for a disorder of the lymphatic system. Learning Aim C: Explain the role and location of organs involved in digestion. Correctly carry out investigations to establish sources and importance of key nutrients for a balanced Describe the symptoms of nutrient deficiency as a result of dietary-related disease. Analyse the role of digestive enzymes on nutrient uptake in each part of the digestive system. Explain the use of corrective treatment(s)

	t r s L s d ii s A	relation to outcomes and suggest improvements. Learning Aim D: Summarise key personal competencies developed in relation to scientific skills undertaken. Analyse skills developed and suggest improvements to own practice. Evaluate scientific skills developed in terms of potential for	chromatographic techniques used in relation to outcomes and suggest improvements. Learning Aim D: Summarise key personal competencies developed in relation to scientific skills undertaken. Analyse skills developed and suggest improvements to own practice. Evaluate scientific skills developed in terms of potential for future progression.	for nutrient deficiency. Evaluate the effect of dietary disease and corrective treatment(s) on human health.	for nutrient deficiency. Evaluate the effect of dietary disease and corrective treatment(s) on human health.
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Key assessment questions:	Chemistry: What is meant by Avogrado's Constant? How can the bus seat method be used to determine the orbitals in which electrons are found? How do we calculate concentration? What is the purpose of a titration? Explain how we undertake an acid-base titration.  Biology: What is the difference between eukaryotic and prokaryotic cells? Describe the risk factors for atherosclerosis Discuss how L-dopa can be used to treat parkinson's disease. How do you use a light microscope to calculate the magnification of an object? Describe the process of a myofibril contraction. Describe the process by which neurotransmitter diffuses across a synapse.  Physics: How do we calculate wave speed? Describe the differences between transverse and longitudinal waves What are the parts of the EM spectrum? Can you recall the uses of parts of the EM spectrum? What is meant by the inverse square law? What does calculating it tell you?	What skills have you developed during this unit? How do you know that you have developed these skills? Explain how we calculate concentration. What is the difference between TLC and paper chromatography? How do you collect data to study cooling curves? Explain how to determine the rate of cooling using tangents on graphs What improvements could you use to ensure the accuracy of your data when studying cooling curves? What improvements could you make on any of the practical that you have undertaken? Where would these practicals be used in real life?	What skills have you developed during this unit? How do you know that you have developed these skills? Explain how we calculate concentration. What is the difference between TLC and paper chromatography? How do you collect data to study cooling curves? Explain how to determine the rate of cooling using tangents on graphs What improvements could you use to ensure the accuracy of your data when studying cooling curves? What improvements could you make on any of the practical that you have undertaken? Where would these practicals be used in real life?	What statistical test should we use for xxx data? What is the structure that all amino acids have in common? How does an enzyme work? What is meant by activation energy? How do we calculate percentage error? How do we plan a practical to measure specific heat capacity? What does SHC mean? How do we calculate resistance? How do we calculate power? What is the difference between mechanical and electrical power?	What are the main compositions of bone? What are the stages involved in a muscle contract? Give an example of a musculoskeletal disorder and dicuss the symptoms and treatments of the disorder. What are the main organs of the digestive system? What is an enzyme? Recall the reactants and products of the digestive enzymes Explain how a villus is adapted for it's function. How are AA's, lipids and glucose absorbed in the small intestine? What are some disorders of the digestive system? Give their symptoms and treatments	What are the main compositions of bone? What are the stages involved in a muscle contract? Give an example of a musculoskeletal disorder and dicuss the symptoms and treatments of the disorder. What are the main organs of the digestive system? What is an enzyme? Recall the reactants and products of the digestive enzymes Explain how a villus is adapted for it's function. How are AA's, lipids and glucose absorbed in the small intestine? What are some disorders of the digestive system? Give their symptoms and treatments	
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