

Year:10 Subject: Biology (Trilogy)

IMPLEMENTATION

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INTENT (including key concepts and skills)	Half Term 1 Context: B2 Organisation and the digestive system	Half Term 2 Context: B2 Organising animals and plants	Half Term 3 Context: B3 Infection and Bioenergetics	Half Term 4 Context: B3 Disease and Bioenergetics	Half Term 5 Context: B4 Homeostasis	Half Term 6 Context: B4 Homeostasis	
	Key Vocabulary: Tissues, organs, digestive, catalysts, enzymes, efficiency, proteins, carbohydrates, lipids, metabolic, protease, amylase, glycerol, fatty acids.	Key Vocabulary: Blood, vessels, heart, chambers, arteries, atrium, ventricle, gas exchange, tissues, organs, evaporation, transpiration.	Key Vocabulary: Pathogens, disease, bacteria, infections, virus, fungi, protists, human defence responses, plant defence responses, vaccinations, antibiotics and painkillers, developing drugs.	Key Vocabulary: Non-communicable diseases, cancer, smoking, diet, exercise, alcohol, carcinogens, Photosynthesis, glucose.	Key Vocabulary: Respiration, aerobic, anaerobic, metabolism, homeostasis, reflex actions, nervous system.	Key Vocabulary: Hormonal control, diabetes, reproduction, menstrual cycle, artificial fertility control, infertility treatments, temperature.	
	Prior Learning Y7 L1 Cells, tissues and organs Y8 L4 Digestion and staying healthy	Prior Learning Y7 L1 Cells, tissues and organs Y8 L4 Plants	Prior Learning Y7 I2 Classification and adaptation Y8 I3 Microbes	Prior learning: Y8 I4 Plants L4 Digestion and staying healthy.	Prior Learning Y9 L5 Respiration	Prior Learning: Y7 L2 Reproduction	
	Cultural Capital: Knowing how organs are linked within the body and how food is digested using enzymes.	Cultural Capital: Understanding how the heart works and the importance of a healthy heart. Knowledge of the transport of minerals and water through plants.	Cultural Capital: Understanding how drugs are discovered and the importance of completing a course of antibiotics.	Cultural Capital: Understanding the importance of a balanced diet and the effects or poor health choices.	Cultural Capital: Understanding how messages are sent to the brain through reflex arcs. Knowing the process of respiration and understanding the difference between breathing and respiration.	Cultural Capital: Knowledge of how our bodies maintain a consistent temperature and blood glucose levels. Knowing how artificial fertility treatments prevent unwanted babies and how fertility treatments enable couples to conceive.	
	Applying knowledge and understanding to explain observations	X	X	X	X	X	X
	Use different types of scientific enquiry to answer scientific questions	X	X	X	X	X	X
Use technical terminology with confidence accuracy and precisely	X	X	X	X	X	X	
Apply mathematical knowledge to scientific understanding	X	X	X	X	X	X	
Aware of some of the social and economic implications of science	X	X	X	X	X	X	
IMPACT	Assessment: P2 End of Topic Assessment	Assessment: At end of P3	Assessment: P3 End of Topic Test	Assessment: At end of P4	Assessment: P4 End of Topic Test	Assessment: Summer Summative on Physics Trilogy Paper 1 content.	

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind.