

Year:11 Subject: Biology (trilogy)

IMPLEMENTATION

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INTENT (including key concepts and skills)	Half Term 1 Context: B5 Inheritance, Variation	Half Term 2 Context: B5 Evolution	Half Term 3 Context: B6 Ecology	Half Term 4 Context: B6 Ecology	Half Term 5 Context: Revision of all content during all Science lessons until the final Physics exam takes place.	Half Term 6 Context: Revision of all content during all Science lessons until the final Physics exam takes place.
	Key Vocabulary: Cell division, DNA, inheritance, genetics, inherited disorders, variation, natural selection, selective breeding, genetic engineering, cloning, ethics.	Key Vocabulary: Evolution, evidence for evolution, fossils, extinction, antibiotic resistant bacteria, classification.	Key Vocabulary: Communities, environment, distribution, abundance, competition, adaptations, materials cycling, carbon cycle.	Key Vocabulary: Human population, pollution, deforestation, peat destruction, global warming, biodiversity.	Key Vocabulary: Revision of all content during all Science lessons until the final Physics exam takes place.	Key Vocabulary: Revision of all content during all Science lessons until the final Physics exam takes place.
	Prior Learning Y7 L2 reproduction Y8 L3 Inheritance and GM	Prior Learning Y7 I2 Classification and adaptation Y9 I5 Extinction and evolution	Prior Learning Y7 I1 Ecological relationships Y9 I5 Extinction and evolution	Prior learning: Y7 I1 Ecological relationships Y8 R3 Reactions in our environment.	Prior Learning: Y7 I1 Ecological relationships Y8 R3 Reactions in our environment.	Prior Learning: Y7 I1 Ecological relationships Y8 R3 Reactions in our environment.
	Cultural Capital: Understanding why children look similar but not the same. An awareness of inherited disorders.	Cultural Capital: Understanding where scientist gather their evidence for evolution. Understanding the reasons for completing a course of antibiotics.	Cultural Capital: An awareness of when habitats are destroyed and how the ecosystem changes. Knowledge of how pollutant gases are released and stored within the carbon cycle.	Cultural Capital: Knowledge of how pollutant gases are affecting the atmosphere and how the destruction of peat bogs are making this situation worse.	Cultural Capital: Knowledge of how pollutant gases are affecting the atmosphere and how the destruction of peat bogs are making this situation worse.	Cultural Capital: Knowledge of how pollutant gases are affecting the atmosphere and how the destruction of peat bogs are making this situation worse.
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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: At the end of B5	Assessment: B5 End of topic Test	Assessment: At the end of B6	Assessment: B6 End of topic test	Assessment: Live GCSE exams	Assessment: Live GCSE exams

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