



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Chemical analysis	<p>To understand the concept of a pure substance and how they can be distinguished.</p> <p>To be able to explain and identify formulations.</p> <p>To explain chromatography and calculate R_f values.</p> <p>To know the tests for hydrogen, oxygen, carbon dioxide and chlorine.</p> <p>4.8.3 Identification of ions by chemical and spectroscopic means. (Chemistry only)</p> <p>To identify metal ions from flame tests.</p> <p>To use sodium hydroxide solution to identify metal ions.</p> <p>To use tests to identify carbonate, halide and sulfate ion.</p> <p>To understand the advantages of instrumental methods.</p> <p>To understand the principles behind flame emission spectroscopy.</p>	<p>Pure, Purity, Element, Compound, Mixture, Formula, Formulation, Melting point, Boiling point, Chromatography, Chromatogram, Solute, Solution, Solvent, Stationary, Mobile.</p> <p>Hydrogen, Oxygen, Carbon dioxide, Chlorine, Limewater, Litmus.</p> <p>Compounds, Cation, Anion, Precipitate, Instrumental, Spectroscope, Concentrations.</p>	<p>Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate.</p> <p>Instrumental methods provide fast, sensitive and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.</p>	<p>Working Scientifically:</p> <p>WS 1.4</p> <p>Explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments.</p> <p>WS 2.2</p> <p>Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.</p> <p>Apply understanding of apparatus and techniques to suggest a procedure for a specified purpose.</p> <p>WS 2.3</p> <p>Apply a knowledge of a range of techniques, instruments, apparatus, and materials to select those appropriate to the experiment.</p> <p>WS 3.1</p> <p>Presenting observations and other data using appropriate methods.</p> <p>WS 3.1</p> <p>Presenting observations and other data using appropriate methods.</p> <p>WS 3.6</p>	<p>This will be set as either a Vocabulary test or as consolidation questions on a weekly basis.</p>



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Chemical Analysis				<p>Maths Skills:</p> <p>1.a. Recognise and use expressions in decimal form</p> <p>1.c. Use ratios, fractions and percentages</p> <p>1.d. Make estimates of the results of simple calculations</p> <p>2.a. Use an appropriate number of significant figures</p> <p>Practical Skills:</p> <p>AT 8(chemistry only) Use of appropriate qualitative reagents and techniques to analyse and identify unknown samples or products including gas tests, flame tests, precipitation reactions, and the determination of concentrations of strong acids and strong alkalis (links to A-level AT d).</p>	



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Homeostasis	<p>To be able to explain what homeostasis is and why it is important.</p> <p>To be able to describe the roles of the nervous system and the endocrine system in homeostasis.</p> <p>To be able to explain how the nervous system is adapted for its functions & explain the role of chemicals at synapses.</p> <p>To be able to describe the stages of a reflex action.</p>	<p>Cerebral cortex</p> <p>Medulla</p> <p>Cerebellum</p> <p>MRI</p> <p>Accommodation</p> <p>Myopia</p> <p>Hyperopia</p> <p>Vasodilation</p> <p>Vasoconstriction</p> <p>Deamination</p> <p>Selective reabsorption</p> <p>ADH</p> <p>Thyroxine</p>	<p>Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors, which sense changes, and effectors that bring about changes.</p>	<p>Working Scientifically:</p> <p>WS 1.1</p> <p>Understand how scientific methods and theories develop over time.</p> <p>WS 1.2</p> <p>Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.</p> <p>WS 1.3</p> <p>Appreciate the power and limitations of science and consider any ethical issues which may arise.</p>	<p>This will be set as either a Vocabulary test or as consolidation questions on a weekly basis.</p>



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Homeostasis	<p>To be able to describe the functions of specific parts of the brain and describe the techniques used to map areas of the brain to their functions. (Biology Only)</p> <p>To be able to describe how the eye changes to focus on near and distant objects.</p> <p>Complete simple ray diagrams to show normal vision, long-sightedness and short-sightedness. (Biology only)</p> <p>To be able to explain how body temperature is monitored and controlled. (Biology Only)</p> <p>To be able to describe the endocrine system and define the term hormone.</p> <p>To be able to relate hormone release and hormone action to the negative feedback control system.</p> <p>To be able to describe how blood glucose concentration is monitored and controlled.</p> <p>To be able to explain the cause, effects, treatment and problems associated with Type 1 diabetes. To be able to evaluate modern methods of treating diabetes .</p>		<p>In this section, we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system, which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs, which can increase fertility.</p>	<p>WS 1.4</p> <p>Explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments.</p> <p>WS 1.5</p> <p>Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences.</p> <p>Maths Skills:</p> <p>2.c. Construct and interpret frequency tables and diagrams, bar charts and histograms</p> <p>4.a Translate information between graphical and numeric form</p>	



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Homeostasis	<p>To be able to explain how the body responds to different temperature and osmotic challenges in terms of sweat and urine release. (Biology only).</p> <p>To be able to explain, with the aid of a diagram, how ADH controls the concentration of the blood using a negative feedback mechanism (Biology only).</p> <p>To be able to explain how a kidney machine works & evaluate the use of kidney transplants and dialysis to treat kidney failure. (Biology only).</p> <p>Describe the menstrual cycle and fertility including the role of hormones</p> <p>To be able to explain the control mechanisms for release of thyroxine and adrenaline.</p> <p>Describe how plant shoots and roots respond to light and gravity. (Biology Only)</p> <p>To be able to describe the uses of growth hormones. (Biology only)</p>				



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