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|--|--|--|--|--|---|---|---|---|---|
| <b>Week 2<br/>(w/b 12<sup>th</sup> Sep)</b>      | Lesson 1: 4.1.1.2 - GPE<br>Lesson 2: 4.1.1.2 - EPE   | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.1.1.2 - GPE<br>Lesson 2: 6.1.1.2 - EPE   | Lesson 1: 6.1.1.2 - GPE<br>Lesson 2: 6.1.1.2 - EPE   | Lesson 1: 4.5.2 – Work done & energy transfer<br>Lesson 2: 4.5.3 – Forces and Elasticity  | Lesson 1: 4.5.6.3.2<br>Reaction time  | Lesson 1: 6.5.1.3 - Gravity<br>Lesson 2: 6.5.1.4 – Resultant Forces   | Lesson 1: 6.5.4.3.2<br>Reaction time  | Lesson 1: 6.5.1.4 – Resultant Forces<br>Lesson 2: 6.5.2 – Work done and energy transfer<br>Lesson 3: 6.5.3 – Forces and elasticity  |
| <b>Key Words<br/>Level 2<br/>Level 3</b>         | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum |
| <b>Common Misconceptions</b>                     | Whether nuclear is renewable or not.   | Whether nuclear is renewable or not.   | Whether nuclear is renewable or not.   | Whether nuclear is renewable or not.   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces  |
| <b>Homework</b>                                  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  |
| <b>Assessment this half-term</b>                 | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 5 Test   | Unit 5 Test   | Unit 5 Test   | Unit 5 Test   | Unit 5 Test   |
| <b>Career opportunities<br/>Employment Links</b> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.   | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.   | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.   | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.   | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.   |
| <b>Employability Skills</b>                      | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  |
| <b>Week 3<br/>(w/b 19<sup>th</sup> Sep)</b>      | Lesson 1: 4.1.1.3 - SHC<br>Lesson 2: 4.1.1.3 – SHC (RP)  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.1.1.3 - SHC<br>Lesson 2: 6.1.1.3 – SHC (RP)  | Lesson 1: 6.1.1.3 - SHC<br>Lesson 2: 6.1.1.3 – SHC (RP)  | Lesson 1: 4.5.3 – Forces and Elasticity (RP)<br>Lesson 2: 4.5.4 – Moments, levers, gears  | Lesson 1: 4.5.6.3.3<br>Factors affecting braking distance 1   | Lesson 1: 6.5.2 – Work done and energy transfer<br>Lesson 2: 6.5.3 – Forces and elasticity  | Lesson 1: 6.5.4.3.3<br>Factors affecting braking distance 1   | Lesson 1: 6.5.3 – Forces and Elasticity (RP)  |

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|  |  |  |  |  |   |   |   |   | Lesson 2: 6.5.4.1.1 – Distance & displacement<br>Lesson 3: 6.5.4.1.2 - Speed  |
| <b>Key Words</b><br><b>Level 2</b><br><b>Level 3</b>   | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency, kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation                              | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum |
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| <b>Assessment this half-term</b>                       | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 5 Test   | Unit 5 Test   | Unit 5 Test   | Unit 5 Test   | Unit 5 Test   |
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| <b>Employability Skills</b>                            | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  |
| <b>Week 4 (w/b 26<sup>th</sup> Sep)</b>                | Lesson 1: 4.1.1.4 - Power<br>Lesson 2: 4.1.2.1 – Energy Transfers  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.1.1.4 - Power<br>Lesson 2: 6.1.2.1 – Energy Transfers  | Lesson 1: 6.1.1.4 - Power<br>Lesson 2: 6.1.2.1 – Energy Transfers  | Lesson 1: 4.5.5.1.1 – Pressure in a fluid 1<br>Lesson 2: 4.5.5.1.2 – Pressure in a fluid 2/4.5.5.2 – Atmospheric Pressure   | Lesson 1: 4.5.6.3.4 Factors affecting braking distance 2  | Lesson 1: 6.5.3 – Forces and elasticity (RP)<br>Lesson 2: 6.5.4.1.1 – Distance & displacement   | Lesson 1: 6.5.4.3.4 Factors affecting braking distance 2  | Lesson 1: 6.5.4.1.3 - Velocity<br>Lesson 2: 6.5.4.1.4 – Distance-time<br>Lesson 3: 6.5.4.1.5 - Acceleration   |



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| <b>Common Misconceptions</b>                 | Calculating efficiency as being over 100%  | Calculating efficiency as being over 100%  | Calculating efficiency as being over 100%  | Calculating efficiency as being over 100%  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   |
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| <b>Assessment this half-term</b>             | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  |
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| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   |
| <b>Week 6 (w/b 10<sup>th</sup> Oct)</b>      | Lesson 1: 4.1.3 – National and Global Energy resources, Renewable and non-renewable<br>Lesson 2: 4.1.3 – National and Global Energy resources, Advantages and disadvantages  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.1.3 - National and Global Energy resources, Advantages and disadvantages<br>Lesson 2: Test   | Lesson 1: 6.1.3 - National and Global Energy resources, Advantages and disadvantages<br>Lesson 2: Test   | Lesson 1: 4.5.6.1.5 - Acceleration<br>Lesson 2: 4.5.6.2.1/4.5.6.2.3 - Newton's 1 <sup>st</sup> and 3 <sup>rd</sup> Law   | Lesson 1: Exam Questions   | Lesson 1: 6.5.4.1.5 Acceleration, $a = \frac{\Delta v}{\Delta t}$<br>Lesson 2: 6.5.4.1.5 Acceleration, $v^2 - u^2 = 2as$   | Lesson 1: 6.5.4.2.2 – Newton's 2 <sup>nd</sup> Law ( $F=ma$ ) (RP)   | Lesson 1: 6.5.4.2.3 – Newton's 3 <sup>rd</sup> Law<br>Lesson 2: 6.5.4.3.1 – Stopping Distances<br>Lesson 3: 6.5.4.3.2 – Stopping Distances   |
| <b>Key Words Level 2 Level 3</b>             | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency,   | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency,   | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency,   | Identify, describe, explain<br>Energy, Joule, transfer, dissipation, efficiency,   | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced,   | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced,   | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced,   | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced,   | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced,   |

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|  | kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation   | kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation   | kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation   | kinetic, gravitational, elastic, specific heat capacity, power, Watt, kilo, renewable, non-renewable, insulation   | unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum | unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum |
| <b>Common Misconceptions</b>                 | Whether or not nuclear power is renewable or non-renewable   | Whether or not nuclear power is renewable or non-renewable   | Whether or not nuclear power is renewable or non-renewable   | Whether or not nuclear power is renewable or non-renewable   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/policy-adviser</a> | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                                   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                                   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                                   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                                   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                                   |
| <b>Week 7 (w/b 17<sup>th</sup> Oct)</b>      | Lesson 1: Test<br>Lesson 2: Feedback   | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: Feedback<br>Lesson 2: Exemplars  | Lesson 1: Feedback<br>Lesson 2: Exemplars  | Lesson 1: 4.5.6.2.2 - Newton's 2 <sup>nd</sup> Law (F=ma)<br>Lesson 2: 4.5.6.2.2 - Newton's 2 <sup>nd</sup> Law (F=ma) (RP)  | Lesson 1: Exam Questions   | Lesson 1: 6.5.5.1/6.5.5.2 - Momentum is a property of moving objects/ Conservation of momentum<br>Lesson 2: - Test   | Lesson 1: 6.5.4.2.3 – Newton's 3 <sup>rd</sup> Law   | Lesson 1: 6.5.4.3.3/6.5.4.3.4 – Stopping Distances<br>Lesson 2: Test<br>Lesson 3: Exemplar   |
| <b>Key Words Level 2 Level 3</b>             |  |  |  |  | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure,                             | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure,                             | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure,                             | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure,                             | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure,                             |

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|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  | fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum   | fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum   | fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum   | fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum   | fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum   |
| <b>Common Misconceptions</b>                 |  |  |  |  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 1 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  | Unit 5 Test  |
| <b>Career opportunities Employment Links</b> |  |  |  |  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  | LIFE SKILLS: driving a car, passing your theory test, braking.<br><br>EMPLOYMENT: Automotive engineering, satellite design.  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |

| <b>Autumn 2</b>                         | <b>Year 10 Physics</b>                      | <b>Year 10 Physics</b>                       | <b>Year 10 Combined Higher (X2, X3)</b>   | <b>Year 10 Combined Foundation (X4, X5)</b>   | <b>Year 11 Physics</b>                       | <b>Year 11 Physics</b>                       | <b>Year 11 Combined Higher (X2, X3)</b>      | <b>Year 11 Combined Higher (X2, X3)</b>      | <b>Year 11 Combined Foundation (X4, X5)</b>                       |
|---|---|--|---|---|--|--|--|--|---|
| <b>Week 8 (w/b 31<sup>st</sup> Oct)</b> | Lesson 1: Exemplars<br>Lesson 2: Re-test    | Lesson 1: Scientific Literacy/Exam Questions | Lesson 1: Re-test<br>Lesson 2: 6.2.1.1 Standard circuit diagram symbols   | Lesson 1: Re-test<br>Lesson 2: 6.2.1.1 Standard circuit diagram symbols   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Exam Questions                     | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam                          | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam<br>Lesson 3: Mock Exam |
| <b>Key Words</b><br>Level 2<br>Level 3  |   |  | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d. | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d. |  |  |  |  |   |
| <b>Common Misconceptions</b>            |   |  | Understanding the difference between current and voltage – via learning defs.                                   | Understanding the difference between current and voltage – via learning defs.                                   |  |  |  |  |   |
| <b>Homework</b>                         | Kerboodle task suitable to ability of group | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group. | Kerboodle task suitable to ability of group. | Kerboodle task suitable to ability of group. | Kerboodle task suitable to ability of group. | Kerboodle task suitable to ability of group.                      |
| <b>Assessment this half-term</b>        | Unit 2 Test                                 | Unit 2 Test                                  | Unit 2 Test   | Unit 2 Test   | Paper 2 Bespoke Mock Exam                    | Paper 2 Bespoke Mock Exam                    | Paper 2 Bespoke Mock Exam                    | Paper 2 Bespoke Mock Exam                    | Paper 2 Bespoke Mock Exam   |





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|--|--|--|--|--|--|--|--|--|--|
|  | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   |
| <b>Week 10<br/>(w/b 14<sup>th</sup> Nov)</b>             | Lesson 1: 4.2.1.3<br>Current, resistance<br>and potential<br>difference<br>Lesson 2: 4.2.1.3<br>Current, resistance<br>and potential<br>difference (RP)  | Lesson 1: Scientific<br>Literacy/Exam<br>Questions   | Lesson 1: 6.2.1.3<br>Current, resistance<br>and potential<br>difference (RP)<br>Lesson 2: 6.2.1.4<br>Resistors (RP)  | Lesson 1: 6.2.1.3<br>Current, resistance<br>and potential<br>difference (RP)<br>Lesson 2: 6.2.1.4<br>Resistors (RP)  | Lesson 1: Exemplars<br>Lesson 2: Feedback  | Lesson 1: Feedback   | Lesson 1: Exemplars<br>Lesson 2: Feedback  | Lesson 1: Scientific<br>Literacy   | Lesson 1: Exemplars<br>Lesson 2: Feedback<br>Lesson 3: 6.6.1.1<br>Transverse and<br>longitudinal waves   |
| <b>Key Words<br/>Level 2<br/>Level 3</b>                 | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   |  |  |  |  | Identify, describe, explain<br>Transverse wave,<br>longitudinal wave,<br>compression, rarefaction,<br>progression, displacement,<br>particle, peak, crest, trough,<br>wavelength, frequency,<br>amplitude, lambda, hertz,<br>period of wave. |
| <b>Common<br/>Misconceptions</b>                         | Understanding the<br>difference between<br>current and voltage – via<br>learning defs.   | Understanding the<br>difference between<br>current and voltage – via<br>learning defs.   | Understanding the<br>difference between<br>current and voltage – via<br>learning defs.   | Understanding the<br>difference between<br>current and voltage – via<br>learning defs.   |  |  |  |  | Understanding the<br>difference between a<br>longitudinal and transverse<br>wave – via learning the defs.  |
| <b>Homework</b>  | Kerboodle task<br>suitable to ability of<br>group  | Kerboodle task suitable<br>to ability of group   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable<br>to ability of group.  | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable<br>to ability of group.  |
| <b>Assessment this<br/>half-term</b>                     | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   |
| <b>Career<br/>opportunities<br/>Employment<br/>Links</b> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> |  |  |  |  | LIFE SKILLS: Playing both<br>stringed and wind musical<br>instruments.<br><br>EMPLOYMENT: Musician,<br>Geophysicist, fibre optical<br>designer.  |
| <b>Employability<br/>Skills</b>                          | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   |
| <b>Week 11<br/>(w/b 21<sup>st</sup> Nov)</b>             | Lesson 1: 4.2.1.4<br>Resistors<br>Lesson 2: 4.2.1.4<br>Resistors (RP)  | Lesson 1: Scientific<br>Literacy/Exam<br>Questions   | Lesson 1: 6.2.3.1<br>Direct and alternating<br>potential difference<br>Lesson 2: 6.2.3.2<br>Mains electricity  | Lesson 1: 6.2.3.1<br>Direct and alternating<br>potential difference<br>Lesson 2: 6.2.3.2<br>Mains electricity  | Lesson 1: 4.5.7.1<br>Momentum is a<br>property of moving<br>objects<br>Lesson 2: 4.5.7.2<br>Conservation of  | Lesson 1: Exam<br>Questions  | Lesson 1: 6.6.1.1<br>Transverse and<br>longitudinal waves<br>Lesson 2: 6.6.1.2<br>Properties of waves  | Lesson 1: Scientific<br>Literacy   | Lesson 1: 6.6.1.2<br>Properties of waves<br>Lesson 2: 6.6.1.2<br>Properties of waves (RP)<br>Lesson 3: 6.6.2.1 Types<br>of electromagnetic waves   |

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|--|--|--|--|--|---|--|---|---|---|
|  |  |  |  |  | momentum/4.5.7.3<br>Changes in momentum   |  |   |   |   |
| <b>Key Words</b><br><b>Level 2</b><br><b>Level 3</b>   | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d..   | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d..   | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d..   | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d..   | Identify, describe, explain<br>Scalar, vector, contact, non-contact, balanced, unbalanced, resultant, newton, gravity, weight, work done, elasticity, moment, lever, gear, pressure, fluid, distance, displacement, speed, velocity, acceleration, stopping/braking/thinking distance, momentum |  | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. |
| <b>Common Misconceptions</b>                           | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces  |  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  |
| <b>Homework</b>  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  |
| <b>Assessment this half-term</b>                       | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   |
| <b>Career opportunities</b><br><b>Employment Links</b> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:   | LIFE SKILLS:<br>EMPLOYMENT:  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   |
| <b>Employability Skills</b>                            | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  |
| <b>Week 12 (w/b 28<sup>th</sup> Nov)</b>               | Lesson 1: 4.2.2 Series and parallel circuits<br>Lesson 2: 4.2.2 Series and parallel circuits (Practical)   | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.2.4.1 Power (calculations)<br>Lesson 2: 6.2.4.1 Power (calculations)   | Lesson 1: 6.2.4.1 Power<br>Lesson 2: 6.2.4.1 Power (calculations)  | Lesson 1: 4.5.7.3 Changes in momentum<br>Lesson 2: Test   | Lesson 1: Exam Questions   | Lesson 1: 6.6.1.2 Properties of waves (RP)<br>Lesson 2: 6.6.2.1 Types of electromagnetic waves  | Lesson 1: Scientific Literacy   | Lesson 1: 6.6.2.2 Properties of electromagnetic waves 1<br>Lesson 2: 6.6.2.2 Properties of electromagnetic waves 1 (RP)   |

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|  |  |  |  |  |  |  |  |  | Lesson 3: 6.6.2.3<br>Properties of<br>electromagnetic waves 2  |
| <b>Key Words</b><br><b>Level 2</b><br><b>Level 3</b> | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   | Identify, describe,<br>explain<br>Rate, energy, charge,<br>negative, positive,<br>terminal, parallel, series,<br>loop, p.d..   | Identify, describe,<br>explain<br>Scalar, vector, contact,<br>non-contact,<br>balanced, unbalanced,<br>resultant, newton,<br>gravity, weight, work<br>done, elasticity,<br>moment, lever, gear,<br>pressure, fluid,<br>distance,<br>displacement, speed,<br>velocity, acceleration,<br>stopping/braking/thin<br>king distance,<br>momentum |  | Identify, describe,<br>explain<br>Transverse wave,<br>longitudinal wave,<br>compression,<br>rarefaction, progression,<br>displacement, particle,<br>peak, crest, trough,<br>wavelength, frequency,<br>amplitude, lambda,<br>hertz, period of wave. | Identify, describe,<br>explain<br>Transverse wave,<br>longitudinal wave,<br>compression,<br>rarefaction, progression,<br>displacement, particle,<br>peak, crest, trough,<br>wavelength, frequency,<br>amplitude, lambda,<br>hertz, period of wave. | Identify, describe, explain<br>Transverse wave,<br>longitudinal wave,<br>compression, rarefaction,<br>progression, displacement,<br>particle, peak, crest, trough,<br>wavelength, frequency,<br>amplitude, lambda, hertz,<br>period of wave. |
| <b>Common Misconceptions</b>                         | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Drawing force arrows from the wrong place, or not accurately using them to show balanced/unbalanced forces   |  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   |
| <b>Homework</b>                                      | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>                     | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  |
| <b>Career opportunities Employment Links</b>         | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> |  |  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT:<br>Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT:<br>Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.  |
| <b>Employability Skills</b>                          | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br><b>Communication</b><br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br><b>Communication</b><br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br><b>Communication</b><br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  |
| <b>Week 13 (w/b 5<sup>th</sup> Dec)</b>              | Lesson 1: 4.2.2 Series and parallel circuits (Calculations)  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.2.4.2 Energy transfers in everyday appliances<br>Lesson 2: 6.2.4.2 Energy transfers in   | Lesson 1: 6.2.4.2 Energy transfers in everyday appliances<br>Lesson 2: 6.2.4.2 Energy transfers in   | Lesson 1: Exemplars<br>Lesson 2: Re-test   | Lesson 1: Feedback   | Lesson 1: 6.6.2.2 Properties of electromagnetic waves 1  | Lesson 1: Scientific Literacy  | Lesson 1: 6.6.2.4 Uses and applications of electromagnetic waves<br>Lesson 2: Test<br>Lesson 3: Exemplars  |

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|  | Lesson 2: 4.2.3<br>Domestic uses and safety  |  | everyday appliances (calculations)   | everyday appliances (calculations)   |  |  | Lesson 2: 6.6.2.2<br>Properties of electromagnetic waves 1 (RP)   |   |   |
| <b>Key Words</b><br><b>Level 2</b><br><b>Level 3</b>   | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  |  |  | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. |
| <b>Common Misconceptions</b>                           | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  |  |  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  |
| <b>Homework</b>  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  |
| <b>Assessment this half-term</b>                       | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   |
| <b>Career opportunities</b><br><b>Employment Links</b> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> |  |  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   |
| <b>Employability Skills</b>                            | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br><b>Communication</b><br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                     | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br><b>Communication</b><br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                     | Aiming high<br><b>Literacy</b><br>Creativity<br><b>Numeracy</b><br>Leadership<br>Independence<br>Listening<br><b>Communication</b><br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                     |
| <b>Week 14 (w/b 12<sup>th</sup> Dec)</b>               | Lesson 1: 4.2.4.1 Power<br>Lesson 2: 4.2.4.1 Power (calculations)  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.2.4.3 The National Grid<br>Lesson 2: Test  | Lesson 1: 6.2.4.3 The National Grid<br>Lesson 2: Test  | Lesson 1: 4.6.1.1 Transverse and longitudinal waves<br>Lesson 2: 4.6.1.2 Properties of waves   | Lesson 1: Exam Questions   | Lesson 1: 6.6.2.3 Properties of electromagnetic waves 2<br>Lesson 2: 6.6.2.4 Uses and applications of electromagnetic waves   | Lesson 1: Scientific Literacy   | Lesson 1: Feedback<br>Lesson 2: Re-test<br>Lesson 3: Revise for Mock, w/b 16 <sup>th</sup> Jan  |
| <b>Key Words</b><br><b>Level 2</b><br><b>Level 3</b>   | Identify, describe, explain  | Identify, describe, explain  | Identify, describe, explain  | Identify, describe, explain  | Identify, describe, explain  | Identify, describe, explain  | Identify, describe, explain   | Identify, describe, explain   | Identify, describe, explain<br>Transverse wave, longitudinal wave,  |

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|  | Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.   | Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.   | Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.   | Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.   | Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave.                                | Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave.                                | Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave.                                | Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave.                                | compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave.  |
| <b>Common Misconceptions</b>                 | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  |
| <b>Assessment this half-term</b>             | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Unit 2 Test  | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS:<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/chief-executive-officer</a> | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  |
| <b>Week 15 (w/b 19<sup>th</sup> Dec)</b>     | Lesson 1: 4.2.4.2 Energy transfers in everyday appliances<br>Lesson 2: 4.2.4.2 Energy transfers in everyday appliances (calculations)  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: Feedback<br>Lesson 2: Exemplars  | Lesson 1: Feedback<br>Lesson 2: Exemplars  | Lesson 1: 4.6.1.2 Properties of waves (RP)<br>Lesson 2: 4.6.1.3 Reflection of waves (RP)  | Lesson 1: Exam Questions  | Lesson 1: Test<br>Lesson 2: Exemplars   | Lesson 1: Scientific Literacy   | Lesson 1: Revise for Mock, w/b 16 <sup>th</sup> Jan<br>Lesson 2: Revise for Mock, w/b 16 <sup>th</sup> Jan<br>Lesson 3: Revise for Mock, w/b 16 <sup>th</sup> Jan   |
| <b>Key Words Level 2 Level 3</b>             | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d.  | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. |
| <b>Common Misconceptions</b>                 | Understanding the difference between   | Understanding the difference between   | Understanding the difference between   | Understanding the difference between   | Understanding the difference between a  | Understanding the difference between a  | Understanding the difference between a  | Understanding the difference between a  |   |



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| <b>Assessment this half-term</b>             | Unit 2 Test/Mock   | Unit 2 Test/Mock   | Unit 3 Test/Mock   | Unit 3 Test/Mock   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS: Understanding how homes obtain electricity<br>EMPLOYMENT: Electrician   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Sewage treatment worker   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Sewage treatment worker   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                             | IT2; Kerboodle/Everlearner homework  |  |  |  |   |   |  |  |  |
| <b>Week 17 (w/b 9<sup>th</sup> Jan)</b>      | Lesson 1: 4.2.5 Static electricity<br>Lesson 2: Test   | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.3.1.1 Density of materials (RP)<br>Lesson 2: 6.3.1.2 Changes of state/6.3.2.1 Internal energy  | Lesson 1: 6.3.1.1 Density of materials (RP)<br>Lesson 2: 6.3.1.2 Changes of state/6.3.2.1 Internal energy  | Lesson 1: 4.6.2.1 Types of electromagnetic waves<br>Lesson 2: 4.6.2.2 Properties of electromagnetic waves 1   | Lesson 1: Exam Questions  | Lesson 1: Revise for Mock, w/b 16 <sup>th</sup> Jan<br>Lesson 2: Revise for Mock, w/b 16 <sup>th</sup> Jan   | Lesson 1: Scientific Literacy  | Lesson 1: Revise for Mock, w/b 16 <sup>th</sup> Jan<br>Lesson 2: Revise for Mock, w/b 16 <sup>th</sup> Jan<br>Lesson 3: Revise for Mock, w/b 16 <sup>th</sup> Jan              |
| <b>Key Words Level 2 Level 3</b>             | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d..   | Identify, describe, explain<br>Rate, energy, charge, negative, positive, terminal, parallel, series, loop, p.d..   | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.   | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.   | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | All taught so far  | All taught so far  | All taught so far  |
| <b>Common Misconceptions</b>                 | Understanding the difference between current and voltage – via learning defs.  | Understanding the difference between current and voltage – via learning defs.  | TE is not the same as temperature  | TE is not the same as temperature  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | All taught so far  |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 2 Test/Mock   | Unit 2 Test/Mock   | Unit 3 Test/Mock   | Unit 3 Test/Mock   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Planning practical work   | LIFE SKILLS: Planning practical work   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.  |





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| <b>Week 19</b><br>(w/b 23 <sup>rd</sup> Jan)             | Lesson 1: 4.3.1.1<br>Density of materials<br>Lesson 2: 4.3.1.1<br>Density of materials<br>(RP)   | Lesson 1: Scientific<br>Literacy/Exam<br>Questions   | Lesson 1: 6.3.3.1<br>Particle motion in<br>gases<br>Lesson 2: Test   | Lesson 1: 6.3.3.1<br>Particle motion in<br>gases<br>Lesson 2: Test   | Lesson 1: Exemplars<br>Lesson 2: 4.6.2.2<br>Properties of<br>electromagnetic<br>waves 1 (RP)   | Lesson 1:<br>Feedback  | Lesson 1: Exemplars<br>Lesson 2: 6.7.1.1 Poles<br>of a magnet  | Lesson 1: Feedback   | Lesson 1: Exemplars<br>Lesson 2: Feedback<br>Lesson 3: 6.7.1.1 Poles of<br>a magnet  |
| <b>Key Words</b><br>Level 2<br>Level 3                   | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,<br>dissipation, thermal<br>conductivity, emit,<br>absorb.                                     | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,<br>dissipation, thermal<br>conductivity, emit, absorb.  | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,<br>dissipation, thermal<br>conductivity, emit,<br>absorb.                                     | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,<br>dissipation, thermal<br>conductivity, emit,<br>absorb.                                     | Identify, describe,<br>explain<br>Transverse wave,<br>longitudinal wave,<br>compression,<br>rarefaction, progression,<br>displacement, particle,<br>peak, crest, trough,<br>wavelength, frequency,<br>amplitude, lambda,<br>hertz, period of wave. | Identify, describe,<br>explain<br>Transverse wave,<br>longitudinal wave,<br>compression, rarefaction,<br>progression, displacement,<br>particle, peak, crest,<br>trough, wavelength,<br>frequency, amplitude,<br>lambda, hertz, period of<br>wave. | Identify, describe,<br>explain<br>Pole, field lines, force<br>lines, flux lines, neutral<br>point, test magnet,<br>lodestone, dipole,<br>plotting compass, field<br>strength, iron filings | Identify, describe,<br>explain<br>Pole, field lines, force<br>lines, flux lines, neutral<br>point, test magnet,<br>lodestone, dipole,<br>plotting compass, field<br>strength, iron filings | Identify, describe, explain<br>Pole, field lines, force lines,<br>flux lines, neutral point, test<br>magnet, lodestone, dipole,<br>plotting compass, field<br>strength, iron filings |
| <b>Common<br/>Misconceptions</b>                         | TE is not the same as<br>temperature   | TE is not the same as<br>temperature   | TE is not the same as<br>temperature   | TE is not the same as<br>temperature   | Understanding the<br>difference between a<br>longitudinal and<br>transverse wave – via<br>learning the defs.   | Understanding the<br>difference between a<br>longitudinal and<br>transverse wave – via<br>learning the defs.   | Flux lines come out of<br>north and into south.  | Flux lines come out of<br>north and into south.  | Flux lines come out of north<br>and into south.  |
| <b>Homework</b>  | Kerboodle task<br>suitable to ability of<br>group  | Kerboodle task suitable<br>to ability of group   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable<br>to ability of group.  | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable to<br>ability of group.  |
| <b>Assessment this<br/>half-term</b>                     | Unit 2 Test/Mock   | Unit 2 Test/Mock   | Unit 3 Test/Mock   | Unit 3 Test/Mock   | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   | Paper 2 Bespoke Mock<br>Exam   |
| <b>Career<br/>opportunities<br/>Employment<br/>Links</b> | LIFE SKILLS: Planning<br>practical work<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Playing both<br>stringed and wind<br>musical instruments.<br><br>EMPLOYMENT:<br>Musician, Geophysicist,<br>fibre optical designer.  | LIFE SKILLS: Playing both<br>stringed and wind musical<br>instruments.<br><br>EMPLOYMENT: Musician,<br>Geophysicist, fibre optical<br>designer.  | LIFE SKILLS: 3-<br>dimensional thinking and<br>problem solving. Use of<br>compass<br>EMPLOYMENT: Potential<br>field geophysicist   | LIFE SKILLS: 3-<br>dimensional thinking and<br>problem solving. Use of<br>compass<br>EMPLOYMENT: Potential<br>field geophysicist   | LIFE SKILLS: 3-dimensional<br>thinking and problem<br>solving. Use of compass<br>EMPLOYMENT: Potential<br>field geophysicist   |
| <b>Employability<br/>Skills</b>                          | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive             | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive             | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive       |
| <b>IT Skills</b>   | IT2; Kerboodle/Everlearner homework  |  |  |  |  |  |  |  |  |
| <b>Week 20</b><br>(w/b 30 <sup>th</sup> Jan)             | Lesson 1: 4.3.1.2<br>Changes of<br>state/4.3.2.1 Internal<br>energy<br>Lesson 2: 4.3.2.2<br>Temperature changes<br>in a system and<br>specific heat capacity                   | Lesson 1: Scientific<br>Literacy/Exam<br>Questions   | Lesson 1: Exemplar<br>Lesson 2: Feedback   | Lesson 1: Exemplar<br>Lesson 2: Feedback   | Lesson 1: 4.6.2.3<br>Properties of<br>electromagnetic<br>waves 2<br>Lesson 2: 4.6.2.4 Uses<br>and applications of<br>electromagnetic<br>waves  | Lesson 1: Exam<br>Questions  | Lesson 1: 6.7.1.2<br>Magnetic fields<br>Lesson 2: 6.7.2.1<br>Electromagnetism  | Lesson 1: Scientific<br>Literacy   | Lesson 1: 6.7.1.2<br>Magnetic fields<br>Lesson 2: 6.7.2.1<br>Electromagnetism<br>Lesson 3: Test  |
| <b>Key Words</b><br>Level 2<br>Level 3                   | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,<br>dissipation, thermal   | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,   | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,<br>dissipation, thermal   | Identify, describe,<br>explain<br>Conduction, convection<br>Infra-Red radiation,<br>dissipation, thermal   | Identify, describe,<br>explain<br>Transverse wave,<br>longitudinal wave,<br>compression,   | Identify, describe,<br>explain<br>Transverse wave,<br>longitudinal wave,<br>compression, rarefaction,  | Identify, describe,<br>explain<br>Pole, field lines, force<br>lines, flux lines, neutral<br>point, test magnet,  | Identify, describe,<br>explain<br>Pole, field lines, force<br>lines, flux lines, neutral<br>point, test magnet,  | Identify, describe, explain<br>Pole, field lines, force lines,<br>flux lines, neutral point, test<br>magnet, lodestone, dipole,  |

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|  | conductivity, emit, absorb.  | dissipation, thermal conductivity, emit, absorb.   | conductivity, emit, absorb.  | conductivity, emit, absorb.  | rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave.   | progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave.  | lodestone, dipole, plotting compass, field strength, iron filings  | lodestone, dipole, plotting compass, field strength, iron filings  | plotting compass, field strength, iron filings   |
| <b>Common Misconceptions</b>                 | TE is not the same as temperature  | TE is not the same as temperature  | TE is not the same as temperature  | TE is not the same as temperature  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Flux lines come out of north and into south.   | Flux lines come out of north and into south.   | Flux lines come out of north and into south.   |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 2 Test/Mock   | Unit 2 Test/Mock   | Unit 3 Test/Mock   | Unit 3 Test/Mock   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS: Understanding how temperature changes<br>EMPLOYMENT: Heating engineer   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: 3 dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3 dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3 dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                             | IT2; Kerboodle/Everlearner homework  |  |  |  |   |   |  |  |  |
| <b>Week 21 (w/b 6<sup>th</sup> Feb)</b>      | Lesson 1: 4.3.2.3 Changes of state and specific latent heat<br>Lesson 2: Revise  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: Re-test<br>Lesson 2: Revise Units 1-3  | Lesson 1: Re-test<br>Lesson 2: Revise Units 1-3  | Lesson 1: 4.6.2.5 Lenses<br>Lesson 2: 4.6.2.5 Lenses (practical?)   | Lesson 1: Exam Questions  | Lesson 1: 6.7.2.2 Fleming's left-hand rule<br>Lesson 2: 6.7.2.3 Electric motors  | Lesson 1: Scientific Literacy  | Lesson 1: Feedback<br>Lesson 2: Exemplars<br>Lesson 3: Re-test   |
| <b>Key Words Level 2 Level 3</b>             | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.   | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.   |  |  | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       |
| <b>Common Misconceptions</b>                 | TE is not the same as temperature  | TE is not the same as temperature  |  |  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Flux lines come out of north and into south.   | Flux lines come out of north and into south.   | Flux lines come out of north and into south.   |

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| <b>Homework</b>                                     | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>                    | Unit 2 Test/Mock   | Unit 2 Test/Mock   | Unit 3 Test/Mock   | Unit 3 Test/Mock   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  |
| <b>Career opportunities Employment Links</b>        | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research scientist  | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: Playing both stringed and wind musical instruments.<br><br>EMPLOYMENT: Musician, Geophysicist, fibre optical designer.   | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  |
| <b>Employability Skills</b>                         | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                                    | IT2; Kerboodle/Everlearner homework  |  |  |  |   |   |  |  |  |
| <b>Notes/developments /standardisation comments</b> | Lesson 1:<br>Lesson 2:   | Lesson 1:  | Lesson 1:<br>Lesson 2:   | Lesson 1:<br>Lesson 2:   | Lesson 1:<br>Lesson 2:  | Lesson 1:   | Lesson 1:<br>Lesson 2:   | Lesson 1:  | Lesson 1:<br>Lesson 2:<br>Lesson 3:  |
| <b>Week 22 (w/b 13<sup>th</sup> Feb)</b>            | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam  | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: 4.6.2.6 Visible light<br>Lesson 2: 4.6.3.1 Emission and absorption of infrared radiation  | Lesson 1: Exam Questions  | Lesson 1: Test<br>Lesson 2: Feedback   | Lesson 1: Scientific Literacy  | Lesson 1: Revise Unit 5 (inc. RPs)<br>Lesson 2: Revise Unit 5 (inc. RPs)<br>Lesson 3: Revise Unit 5 (inc. RPs)   |
| <b>Key Words Level 2 Level 3</b>                    |  |  |  |  | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Transverse wave, longitudinal wave, compression, rarefaction, progression, displacement, particle, peak, crest, trough, wavelength, frequency, amplitude, lambda, hertz, period of wave. | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       |
| <b>Common Misconceptions</b>                        |  |  |  |  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.  | Flux lines come out of north and into south.   | Flux lines come out of north and into south.   | Flux lines come out of north and into south.   |
| <b>Homework</b>                                     | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>                    | Unit 2 Test/Mock   | Unit 2 Test/Mock   | Unit 3 Test/Mock   | Unit 3 Test/Mock   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam   | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  | Paper 2 Bespoke Mock Exam  |
| <b>Career opportunities</b>                         | LIFE SKILLS: Resilience  | LIFE SKILLS: Resilience  | LIFE SKILLS: Resilience  | LIFE SKILLS: Resilience  | LIFE SKILLS: Playing both stringed and wind musical instruments.  | LIFE SKILLS: Playing both stringed and wind musical instruments.  | LIFE SKILLS: 3-dimensional thinking and  | LIFE SKILLS: 3-dimensional thinking and  | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass  |



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|  | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                            | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                            | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                            | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                            | Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive                            |
| <b>IT Skills</b>                                       | IT2: Kerboodle/Everlearner homework   |  |   |   |  |  |  |  |  |
| <b>Week 24 (w/b 6<sup>th</sup> Mar)</b>                | Lesson 1: 4.3.3.2 Pressure in gases<br>Lesson 2: 4.3.3.3 Increasing the pressure of a gas   | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.4.1.1 The structure of an atom<br>Lesson 2: 6.4.1.2 Mass number, atomic number and isotopes   | Lesson 1: 6.4.1.1 The structure of an atom<br>Lesson 2: 6.4.1.2 Mass number, atomic number and isotopes   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam<br>Lesson 3: Mock Exam  |
| <b>Key Words</b><br>Level 2<br>Level 3                 | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.  | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.   | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday   | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday   | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  |
| <b>Common Misconceptions</b>                           | TE is not the same as temperature   | TE is not the same as temperature  | Learn definition of half-life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | Learn definition of half-life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  |
| <b>Homework</b>  | Kerboodle task suitable to ability of group   | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>                       | Unit 3 Test   | Unit 3 Test  | Unit 4 Test   | Unit 4 Test   | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  |
| <b>Career opportunities</b><br><b>Employment Links</b> | LIFE SKILLS: Knowing how much pressure a system can take<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding the structure of the atom<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding the structure of the atom<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  |
| <b>Employability Skills</b>                            | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                                       | IT2: Kerboodle/Everlearner homework   |  |   |   |  |  |  |  |  |

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| <b>Week 25</b><br>(w/b 13 <sup>th</sup> Mar) | Lesson 1: Test<br>Lesson 2: Feedback  | Lesson 1: Exemplars   | Lesson 1: 6.4.1.3 The development of the model of the atom<br>Lesson 2: 6.4.2.1 Radioactive decay and nuclear radiation  | Lesson 1: 6.4.1.3 The development of the model of the atom<br>Lesson 2: 6.4.2.1 Radioactive decay and nuclear radiation  | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam  | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam  | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam<br>Lesson 3: Mock Exam  |
| <b>Key Words</b><br>Level 2<br>Level 3       | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.  | Identify, describe, explain<br>Conduction, convection<br>Infra-Red radiation, dissipation, thermal conductivity, emit, absorb.  | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday  | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  |
| <b>Common Misconceptions</b>                 | TE is not the same as temperature   | TE is not the same as temperature   | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids  | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group   | Kerboodle task suitable to ability of group   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 3 Test   | Unit 3 Test   | Unit 4 Test  | Unit 4 Test  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding nuclear radiation<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding nuclear radiation<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                             | IT2: Kerboodle/Everlearner homework   |   |  |  |  |  |  |  |  |
| <b>Week 26</b><br>(w/b 20 <sup>th</sup> Mar) | Lesson 1: Re-test<br>Lesson 2: 4.4.1.1 The structure of an atom   | Lesson 1: Scientific Literacy/Exam Questions  | Lesson 1: 6.4.2.2 Nuclear equations<br>Lesson 2: 6.4.2.3 Half-lives and the random nature of radioactive decay   | Lesson 1: 6.4.2.2 Nuclear equations<br>Lesson 2: 6.4.2.3 Half-lives and the random nature of radioactive decay   | Lesson 1: Exemplars<br>Lesson 2: 4.7.1.1 Poles of a magnet/4.7.1.2 Magnetic fields   | Lesson 1: Feedback   | Lesson 1: Exemplars<br>Lesson 2: Revise Unit 1 (inc. RPs)  | Lesson 1: Feedback   | Lesson 1: Exemplars<br>Lesson 2: Feedback<br>Lesson 3: Revise Unit 1 (inc. RPs)  |
| <b>Key Words</b><br>Level 2<br>Level 3       | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative,  | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number,   | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative,   | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative,   | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet,   | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet,   | All taught so far  | All taught so far  | All taught so far  |

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|  | atomic number, atomic mass, isotope, plum pudding, Faraday   | atomic mass, isotope, plum pudding, Faraday  | atomic number, atomic mass, isotope, plum pudding, Faraday  | atomic number, atomic mass, isotope, plum pudding, Faraday  | lodestone, dipole, plotting compass, field strength, iron filings  | lodestone, dipole, plotting compass, field strength, iron filings  |  |  |  |
| <b>Common Misconceptions</b>                 | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids  | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids  | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | All taught so far  | All taught so far  | All taught so far  |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 3 Test  | Unit 3 Test  | Unit 4 Test   | Unit 4 Test   | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS: Resilience<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding half life<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding half life<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                             | IT2: Kerboodle/Everlearner homework  |  |   |   |  |  |  |  |  |
| <b>Week 27 (w/b 27<sup>th</sup> Mar)</b>     | Lesson 1: 4.4.1.2 Mass number, atomic number and isotopes<br>Lesson 2: 4.4.1.3 The development of the model of the atom  | Lesson 1: Scientific Literacy/Exam Questions   | Lesson 1: 6.4.2.4 Radioactive contamination<br>Lesson 2: Test   | Lesson 1: 6.4.2.4 Radioactive contamination<br>Lesson 2: Test   | Lesson 1: 4.7.2.1 Electromagnetism<br>Lesson 2: 4.7.2.2 Fleming's left-hand rule   | Lesson 1: Exam Questions   | Lesson 1: Revise Unit 1 (inc. RPs)<br>Lesson 2: Revise Unit 1 (inc. RPs)   | Lesson 1: Scientific Literacy  | Lesson 1: Revise Unit 1 (inc. RPs)<br>Lesson 2: Revise Unit 1 (inc. RPs)<br>Lesson 3: Revise Unit 1 (inc. RPs)   |
| <b>Key Words Level 2 Level 3</b>             | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday  | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday  | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday   | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday   | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | All taught so far  | All taught so far  | All taught so far  |
| <b>Common Misconceptions</b>                 | Learn definition of half-life using mass from NHTW grids<br>Definition of isotope from NHTW grids  | Learn definition of half-life using mass from NHTW grids<br>Definition of isotope from NHTW grids  | Learn definition of half-life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | Learn definition of half-life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | All taught so far  | All taught so far  | All taught so far  |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 3 Test  | Unit 3 Test  | Unit 4 Test   | Unit 4 Test   | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  | Mock Exam 1 & 2  |

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| <b>Career opportunities Employment Links</b> | LIFE SKILLS: Understanding the history of the atom<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding how contamination affects lives<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Understanding how radiation affects lives<br>EMPLOYMENT: <a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                             | IT2: Kerboodle/Everlearner homework   |  |   |   |  |  |  |  |  |

| Summer 1                                 | Year 10 Physics   | Year 10 Physics   | Year 10 Combined Higher (X2, X3)             | Year 10 Combined Foundation (X4, X5)         | Year 11 Physics  | Year 11 Physics  | Year 11 Combined Higher (X2, X3)  | Year 11 Combined Higher (X2, X3)  | Year 11 Combined Foundation (X4, X5)   |
|--|---|---|--|--|--|--|---|---|--|
| <b>Week 28 (w/b 17<sup>th</sup> Apr)</b> | Lesson 1: 4.4.2.1 Radioactive decay and nuclear radiation<br>Lesson 2: 4.4.2.2 Nuclear equations  | Lesson 1: Scientific Literacy/Exam Questions  | Lesson 1: Feedback<br>Lesson 2: Exemplars    | Lesson 1: Feedback<br>Lesson 2: Exemplars    | Lesson 1: 4.7.2.3 Electric motors/4.7.2.4 Loudspeakers<br>Lesson 2: 4.7.3.1 Induced potential/4.7.3.2 Uses of the generator effect/4.7.3.3 Microphones                   | Lesson 1: Exam Questions   | Lesson 1: Revise Unit 2 (inc. RPs)<br>Lesson 2: Revise Unit 2 (inc. RPs)      | Lesson 1:   | Lesson 1: Revise Unit 2 (inc. RPs)<br>Lesson 2: Revise Unit 2 (inc. RPs)<br>Lesson 3: Revise Unit 2 (inc. RPs) |
| <b>Key Words</b><br>Level 2<br>Level 3   | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday | All taught so far                            | All taught so far                            | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings | All taught so far   | All taught so far   | All taught so far  |
| <b>Common Misconceptions</b>             | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | All taught so far                            | All taught so far                            | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | All taught so far   | All taught so far   | All taught so far  |
| <b>Homework</b>                          | Kerboodle task suitable to ability of group   | Kerboodle task suitable to ability of group   | Kerboodle task suitable to ability of group. | Kerboodle task suitable to ability of group. | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.                                  | Kerboodle task suitable to ability of group.                                  | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>         | Unit 4 Test   | Unit 4 Test   | Unit 5 Test                                  | Unit 5 Test                                  | Unit 7 Test  | Unit 7 Test  | Targeted exam questions, based on teacher assessment of areas for development | Targeted exam questions, based on teacher assessment of areas for development | Targeted exam questions, based on teacher assessment of areas for development                                  |



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| <b>Career opportunities Employment Links</b> | LIFE SKILLS:<br>Understanding risk<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS:<br>communication<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS:<br>Continuous improvement<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS:<br>Continuous improvement<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  |
| <b>Employability Skills</b>                  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>                             | IT2: Kerboodle/Everlearner homework  |   |  |  |  |  |  |  |  |
| <b>Week 29 (w/b 24<sup>th</sup> Apr)</b>     | Lesson 1: 4.4.2.3 Half-lives and the random nature of radioactive decay<br>Lesson 2: 4.4.2.4 Radioactive contamination   | Lesson 1: Scientific Literacy/Exam Questions  | Lesson 1: Re-test<br>Lesson 2: Revise Unit 1   | Lesson 1: Re-test<br>Lesson 2: Revise Unit 1   | Lesson 1: 4.7.3.4 Transformers<br>Lesson 2: 4.7.3.4 Transformers (calculations)  | Lesson 1: Exam Questions   | Lesson 1: Revise Unit 3 (inc. RPs)<br>Lesson 2: Revise Unit 3 (inc. RPs)   | Lesson 1:  | Lesson 1: Revise Unit 3 (inc. RPs)<br>Lesson 2: Revise Unit 3 (inc. RPs)<br>Lesson 3: Revise Unit 3 (inc. RPs)   |
| <b>Key Words Level 2 Level 3</b>             | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday  | Identify, describe, explain<br>Proton, nucleus, neutron, electron, positive, negative, atomic number, atomic mass, isotope, plum pudding, Faraday   | All taught so far  | All taught so far  | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | Identify, describe, explain<br>Pole, field lines, force lines, flux lines, neutral point, test magnet, lodestone, dipole, plotting compass, field strength, iron filings       | All taught so far  | All taught so far  | All taught so far  |
| <b>Common Misconceptions</b>                 | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids  | Learn definition of half life using mass from NHTW grids<br>Definition of isotope from NHTW grids   | All taught so far  | All taught so far  | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | Understanding the difference between a longitudinal and transverse wave – via learning the defs.   | All taught so far  | All taught so far  | All taught so far  |
| <b>Homework</b>                              | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |
| <b>Assessment this half-term</b>             | Unit 4 Test  | Unit 4 Test   | Unit 5 Test  | Unit 5 Test  | Unit 7 Test  | Unit 7 Test  | Targeted exam questions, based on teacher assessment of areas for development  | Targeted exam questions, based on teacher assessment of areas for development  | Targeted exam questions, based on teacher assessment of areas for development  |
| <b>Career opportunities Employment Links</b> | LIFE SKILLS:<br>Understanding risk<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS:<br>Communication<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: 3-dimensional thinking and problem solving. Use of compass<br>EMPLOYMENT: Potential field geophysicist  | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research Scientist  |



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|--|--|---|--|--|--|--|--|--|--|
|  | Teamwork<br>Problem solving<br>Staying positive  | Teamwork<br>Problem solving<br>Staying positive   | Teamwork<br>Problem solving<br>Staying positive  | Teamwork<br>Problem solving<br>Staying positive  | Teamwork<br>Problem solving<br>Staying positive  | Teamwork<br>Problem solving<br>Staying positive  | Teamwork<br>Problem solving<br>Staying positive  | Teamwork<br>Problem solving<br>Staying positive  | Teamwork<br>Problem solving<br>Staying positive  |
| <b>IT Skills</b>   | IT2: Kerboodle/Everlearner homework  |   |  |  |  |  |  |  |  |
| <b>Week 31<br/>(w/b 8<sup>th</sup> May)</b>              | Lesson 1: 4.4.4.1<br>Nuclear fission/4.4.4.2<br>Nuclear fusion<br>Lesson 2: Test   | Lesson 1: Scientific<br>Literacy/Exam<br>Questions  | Lesson 1: Revise Unit 2<br>Lesson 2: Revise Unit 1   | Lesson 1: Revise Unit 2<br>Lesson 2: Revise Unit 2   | Lesson 1: Re-test<br>Lesson 2: 4.8.1.1 Our<br>solar system/4.8.1.3<br>Orbital motion,<br>natural and artificial<br>satellites  | Lesson 1: Feedback   | Lesson 1: Revise Unit 5<br>(inc. RPs)<br>Lesson 2: Revise Unit 5<br>(inc. RPs)   | Lesson 1:  | Lesson 1: Revise Unit 5<br>(inc. RPs)<br>Lesson 2: Revise Unit 5<br>(inc. RPs)<br>Lesson 3: Revise Unit 5<br>(inc. RPs)  |
| <b>Key Words<br/>Level 2<br/>Level 3</b>                 | Identify, describe,<br>explain<br>Proton, nucleus,<br>neutron, electron,<br>positive, negative,<br>atomic number, atomic<br>mass, isotope, plum<br>pudding, Faraday  | Identify, describe,<br>explain<br>Proton, nucleus, neutron,<br>electron, positive,<br>negative, atomic number,<br>atomic mass, isotope,<br>plum pudding, Faraday  | All taught so far  | All taught so far  | Identify, describe,<br>explain<br>Planetary Nebula,<br>protostar, supernova,<br>White Dwarf, Red Super<br>Giant  | Identify, describe,<br>explain<br>Pole, field lines, force<br>lines, flux lines, neutral<br>point, test magnet,<br>lodestone, dipole, plotting<br>compass, field strength,<br>iron filings | All taught so far  | All taught so far  | All taught so far  |
| <b>Common<br/>Misconceptions</b>                         | Learn definition of half-<br>life using mass from<br>NHTW grids<br>Definition of isotope<br>from NHTW grids  | Learn definition of half-life<br>using mass from NHTW<br>grids<br>Definition of isotope from<br>NHTW grids  | All taught so far  | All taught so far  | Our sun is no different<br>to any other star   | Our sun is no different<br>to any other star   | All taught so far  | All taught so far  | All taught so far  |
| <b>Homework</b>  | Kerboodle task<br>suitable to ability of<br>group  | Kerboodle task suitable<br>to ability of group  | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable<br>to ability of group.  | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable to<br>ability of group.  |
| <b>Assessment this<br/>half-term</b>                     | Unit 4 Test  | Unit 4 Test   | Unit 5 Test  | Unit 5 Test  | Unit 7 Test  | Unit 7 Test  | Targeted exam<br>questions, based on<br>teacher assessment of<br>areas for development   | Targeted exam<br>questions, based on<br>teacher assessment of<br>areas for development   | Targeted exam questions,<br>based on teacher<br>assessment of areas for<br>development   |
| <b>Career<br/>opportunities<br/>Employment<br/>Links</b> | LIFE SKILLS:<br>Understanding risk<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS:<br>Communication<br>EMPLOYMENT:<br><a href="https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader">https://www.iop.org/careers-physics/your-future-with-physics/career-paths/section-leader</a> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Literacy.<br>Understanding of our<br>place in the universe<br>EMPLOYMENT:<br>Astronomer   | LIFE SKILLS: Literacy.<br>Understanding of our<br>place in the universe<br>EMPLOYMENT:<br>Astronomer   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research<br>Scientist   |
| <b>Employability<br/>Skills</b>                          | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive   | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive             | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>   | IT2: Kerboodle/Everlearner homework  |   |  |  |  |  |  |  |  |





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|  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  | Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive  |
| <b>IT Skills</b>   | IT2: Kerboodle/Everlearner Homework  |  |  |  |  |  |  |  |  |
| <b>Week 35<br/>(w/b 12<sup>th</sup> Jun)</b>             | Lesson 1: Revise Unit 3<br>Lesson 2: Revise Unit 3   | Lesson 1: Scientific<br>Literacy/Exam<br>Questions   | Lesson 1: Past Paper –<br>Specimen paper 1<br>Lesson 2: Past Paper –<br>Specimen paper 1   | Lesson 1: Past Paper –<br>Specimen paper 1<br>Lesson 2: Past Paper –<br>Specimen paper 1   | Lesson 2: Exam<br>Questions  | Lesson 2: Exam<br>Questions  | Lesson 2: Exam<br>Questions  | Lesson 2: Exam<br>Questions  | Lesson 2: Exam Questions   |
| <b>Key Words<br/>Level 2<br/>Level 3</b>                 | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  |
| <b>Common<br/>Misconceptions</b>                         | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  | All taught so far  |
| <b>Homework</b>  | Kerboodle task<br>suitable to ability of<br>group  | Kerboodle task suitable<br>to ability of group   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable<br>to ability of group.  | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task suitable<br>to ability of group.  |
| <b>Assessment this<br/>half-term</b>                     | Paper 1 Mock Exam  | Paper 1 Mock Exam  | Paper 1 Mock Exam  | Paper 1 Mock Exam  | Past exam question<br>practice   | Past exam question<br>practice   | Past exam question<br>practice   | Past exam question<br>practice   | Past exam question<br>practice   |
| <b>Career<br/>opportunities<br/>Employment<br/>Links</b> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research Scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT: Research<br>Scientist   |
| <b>Employability<br/>Skills</b>                          | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |
| <b>IT Skills</b>   | IT2: Kerboodle/Everlearner Homework  |  |  |  |  |  |  |  |  |
| <b>Week 36<br/>(w/b 19<sup>th</sup> Jun)</b>             | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam  | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   | Lesson 1: Mock Exam<br>Lesson 2: Mock Exam   |  |  |  |  |  |
| <b>Key Words<br/>Level 2<br/>Level 3</b>                 | All taught so far  | All taught so far  | All taught so far  | All taught so far  |  |  |  |  |  |
| <b>Common<br/>Misconceptions</b>                         | All taught so far  | All taught so far  | All taught so far  | All taught so far  |  |  |  |  |  |
| <b>Homework</b>  | Kerboodle task<br>suitable to ability of<br>group  | Kerboodle task suitable<br>to ability of group   | Kerboodle task<br>suitable to ability of<br>group.   | Kerboodle task<br>suitable to ability of<br>group.   |  |  |  |  |  |
| <b>Assessment this<br/>half-term</b>                     | Paper 1 Mock Exam  | Paper 1 Mock Exam  | Paper 1 Mock Exam  | Paper 1 Mock Exam  |  |  |  |  |  |
| <b>Career<br/>opportunities<br/>Employment<br/>Links</b> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   |  |  |  |  |  |



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| <b>Homework</b>                                  |  |  |  |  |  |  |  |  |  |
| <b>Assessment this half-term</b>                 |  |  |  |  |  |  |  |  |  |
| <b>Career opportunities<br/>Employment Links</b> |  |  |  |  |  |  |  |  |  |
| <b>Employability Skills</b>                      | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |  |  |  |  |  |
| <b>Week 39 (w/b 10<sup>th</sup> Jul)</b>         | Lesson 1: Exemplars<br>Lesson 2:   | Lesson 1: Feedback   | Lesson 1: Exemplars<br>Lesson 2: Feedback  | Lesson 1: Exemplars<br>Lesson 2: Feedback  |  |  |  |  |  |
| <b>Key Words</b><br>Level 2<br>Level 3           | All taught so far  | All taught so far  | All taught so far  | All taught so far  |  |  |  |  |  |
| <b>Common Misconceptions</b>                     | All taught so far  | All taught so far  | All taught so far  | All taught so far  |  |  |  |  |  |
| <b>Homework</b>                                  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group  | Kerboodle task suitable to ability of group.   | Kerboodle task suitable to ability of group.   |  |  |  |  |  |
| <b>Assessment this half-term</b>                 | Paper 1 Mock Exam  | Paper 1 Mock Exam  | Paper 1 Mock Exam  | Paper 1 Mock Exam  |  |  |  |  |  |
| <b>Career opportunities<br/>Employment Links</b> | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   | LIFE SKILLS: Resilience<br>EMPLOYMENT:<br>Research scientist   |  |  |  |  |  |
| <b>Employability Skills</b>                      | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive | Aiming high<br>Literacy<br>Creativity<br>Numeracy<br>Leadership<br>Independence<br>Listening<br>Communication<br>Presenting<br>Teamwork<br>Problem solving<br>Staying positive |  |  |  |  |  |
| <b>IT Skills</b>                                 | IT2: Kerboodle/Everlearner Homework  |  |  |  |  |  |  |  |  |