

	Year 12		Year 13	
	CLP	JAD	CLP	JAD
Week 1 (w/b Wed 7 th Sep)		Lesson 1: 2.1.1 (a) – The features of light, TEM, SEM and laser scanning confocal microscopes Lesson 2: 2.1.1 (c) – The use of different stains to identify different cellular components and cell types Lesson 3: 2.1.1 (d) – Representing cell structure from a light microscope using drawings and annotations	Lesson 1: X Lesson 2: X Lesson 3: 5.2.1 (a) – The interrelationship between photosynthesis and respiration Lesson 4: 5.2.1 (b) – The structure of a chloroplast	Lesson 1: X Lesson 2: 4.2.1 (a) How biodiversity may be considered at different levels Lesson 3: 4.2.1 (b) i – How sampling is used in measuring the importance of sampling
Key Words Level 2 Level 3		Identify, describe, explain, explore, compare, evaluate Electron micrograph, magnification, organelle, photomicrograph, resolution, graticule, rough/smooth endoplasmic reticulum, golgi apparatus, mitochondria, chloroplast, lysosome, cilia, undulipodia, ribosome, centriole, cytoskeleton, prokaryotic, eukaryotic	Identify, describe, explain, explore, compare, evaluate Granum, photosystem, stroma, thylakoid, electron carrier, photophosphorylation	Identify, describe, explain, explore, compare, evaluate Biodiversity, habitat, species, allele, locus, polymorphic gene locus, monoculture, keystone species, conservation <i>in situ</i> , conservation <i>ex situ</i>
Common Misconceptions		That RER and SER have the same function	That chlorophyll (green) is the only pigment	That all data should be represented by line graphs
Homework		Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term		PAG 1 and sub section assessments w/b 26 th Sept & 10 th Oct	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 3 & section assessment w/b 17 th Oct
Career opportunities Employment Links		LIFE SKILLS: Identifying equipment appropriate to the task EMPLOYMENT: Microbiologist, biomedical scientist	LIFE SKILLS: Understanding how plants make glucose EMPLOYMENT: Horticulturist, farmer	LIFE SKILLS: Understanding how & why biodiversity has to be considered EMPLOYMENT: Zoologist, surveyor, DEFRA Environment Agency
Employability Skills		Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Week 2 (w/b 12 th Sep)	Lesson 1: 2.1.2 (c) – The chemical elements that make up biomolecules Lesson 2: 2.1.2 (b) – Condensation and hydrolysis reactions between monomers and polymers Lesson 3: 2.1.2 (d) – The structure and properties of glucose (α and β) and ribose	Lesson 1: 2.1.1 (b) – Examination of pre-prepared microscope slides in light microscopy (cell drawings and annotations) Lesson 2: 2.1.1 (b) – Examination of pre-prepared microscope slides in light microscopy (cell drawings and annotations) Lesson 3: 2.1.1 (b) – Demonstration for how to prepare a slide and use an eye piece graticule and stage micrometre	Lesson 1: 5.2.1 (c) – The importance of photosynthetic pigments Lesson 2: 5.2.1 (c) – Separation of photosynthetic pigments by TLC – can be done during HT2 for PAG 6 Lesson 3: 5.2.1 (d) – The light dependent stage Lesson 4: 5.2.1 (d) – The light dependent stage	Lesson 1: PAG 3 Lesson 2: PAG 3 Lesson 3: PAG 3
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Condensation reaction, hydrolysis, monomer, polymer, glycosidic bond, macromolecule, phospholipid, amino acid, peptide bond, primary structure, secondary structure, tertiary structure, quaternary structure, fibrous protein, globular protein, prosthetic group, colorimeter	Identify, describe, explain, explore, compare, evaluate Electron micrograph, magnification, organelle, photomicrograph, resolution, graticule, rough/smooth endoplasmic reticulum, golgi apparatus, mitochondria, chloroplast, lysosome, cilia, undulipodia, ribosome, centriole, cytoskeleton, prokaryotic, eukaryotic	Identify, describe, explain, explore, compare, evaluate Granum, photosystem, stroma, thylakoid, electron carrier, photophosphorylation, chromatography	Identify, describe, explain, explore, compare, evaluate Biodiversity, habitat, species, allele, locus, polymorphic gene locus, monoculture, keystone species, conservation <i>in situ</i> , conservation <i>ex situ</i> , independent variable, dependent variable, control variable, validity, reliability, reproducibility
Common Misconceptions	Students often forget about alternate rotations to line up glucose	That microscope drawings have to be artistic	That all chlorophyll is green	Students confuse habitat and niche. Some will still get their variables the wrong way around
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Research PAG
Assessment this half-term	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 1 and sub section assessments w/b 26 th Sept & 10 th Oct	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 3 & section assessment w/b 17 th Oct
Career opportunities Employment Links	LIFE SKILLS: Understanding how structure and function are related EMPLOYMENT: Biomedical scientist	LIFE SKILLS: Identifying equipment appropriate to the task EMPLOYMENT: Microbiologist, biomedical scientist	LIFE SKILLS: Understanding how plants make glucose EMPLOYMENT: Horticulturist, farmer	LIFE SKILLS: Understanding how & why biodiversity has to be considered EMPLOYMENT: Zoologist, surveyor, DEFRA Environment Agency

Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills								
Notes								IT1 & IT2: Appropriate research for PAG
Week 3 (w/b 19th Sep)	Lesson 1: 2.1.2 (e) – The synthesis and breakdown of disaccharides and polysaccharides (sucrose, lactose, maltose) Lesson 2: 2.1.2 (f) – The structure of starch, cellulose and glycogen Lesson 3: 2.1.2 (g) – How the structures and properties of glucose, starch, glycogen and cellulose relate to their functions in living organisms	Lesson 1: 2.1.1 (e) – The use and manipulation of the magnification formula Lesson 2: 2.1.1 (f) – The differences between magnification and resolution Lesson 3: 2.1.1 (g) – The ultrastructure of eukaryotic cells and the functions of their components	Lesson 1: 5.2.1 (e) – The light independent stage Lesson 2: 5.2.1 (e) – The light independent stage Lesson 3: 5.2.1 (f) – The uses of triose phosphate Lesson 4: 5.2.1 (g) – Factors affecting photosynthesis	Lesson 1: PAG 3 Lesson 2: PAG 3 Lesson 3: PAG 3				
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Condensation reaction, hydrolysis, monomer, polymer, glycosidic bond, macromolecule, phospholipid, amino acid, peptide bond, primary structure, secondary structure, tertiary structure, quaternary structure, fibrous protein, globular protein, prosthetic group, colorimeter	Identify, describe, explain, explore, compare, evaluate Electron micrograph, magnification, organelle, photomicrograph, resolution, graticule, rough/smooth endoplasmic reticulum, golgi apparatus, mitochondria, chloroplast, lysosome, cilia, undulipodia, ribosome, centriole, cytoskeleton, prokaryotic, eukaryotic	Identify, describe, explain, explore, compare, evaluate Granum, photosystem, stroma, thylakoid, electron carrier, photophosphorylation	Identify, describe, explain, explore, compare, evaluate Biodiversity, habitat, species, allele, locus, polymorphic gene locus, monoculture, keystone species, conservation <i>in situ</i> , conservation <i>ex situ</i> , independent variable, dependent variable, control variable, validity, reliability, reproducibility				
Common Misconceptions	Students often forget about alternate rotations to line up glucose	Students struggle to explain how to improve focus of an image	Students struggle to link the LDS & the LIS	Students confuse habitat and niche. Some will still get their variables the wrong way around				
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Research PAG				
Assessment this half-term	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 1 and sub section assessments w/b 26 th Sept & 10 th Oct	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 3 & section assessment w/b 17 th Oct				
Career opportunities Employment Links	LIFE SKILLS: Understanding how structure and function are related EMPLOYMENT: Biomedical scientist	LIFE SKILLS: Understanding how to rearrange formulae EMPLOYMENT: Cellular biologist, pathologist	LIFE SKILLS: Understanding how plants make glucose EMPLOYMENT: Horticulturist, farmer	LIFE SKILLS: Understanding how & why biodiversity has to be considered EMPLOYMENT: Zoologist, surveyor, DEFRA Environment Agency				
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills								IT1 & IT2: Appropriate research for PAG
Notes								PAG 3: Ecology field visit
Week 4 (w/b 26th Sep)	Lesson 1: 2.1.2 (g) – How the structures and properties of glucose, starch, glycogen and cellulose relate to their functions in living organisms Lesson 2: 2.1.2 (h) – The structure of a triglyceride and a phospholipid (incl. saturated and unsaturated fats) Lesson 3: Mini assessment	Lesson 1: 2.1.1 (g) – The ultrastructure of eukaryotic cells and the functions of their components Lesson 2: 2.1.1 (h) – Interpretation of photomicrographs of eukaryotic cells from light, TEM and SEM Lesson 3: Mini assessment	Lesson 1: Section review Lesson 2: Mini assessment Lesson 3: Feedback Lesson 4: Improvements	Lesson 1: 4.2.1 (c) – How to measure species richness and species evenness in a habitat Lesson 2: 4.2.1 (d) – The use and interpretation of Simpsons Index of Diversity (D) to calculate biodiversity of a habitat Lesson 3: 4.2.1 (e) – How genetic biodiversity may be assessed (including calculations)				
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Condensation reaction, hydrolysis, monomer, polymer, glycosidic bond, macromolecule, phospholipid, amino acid, peptide bond, primary structure, secondary structure, tertiary structure, quaternary structure,	Identify, describe, explain, explore, compare, evaluate Electron micrograph, magnification, organelle, photomicrograph, resolution, graticule, rough/smooth endoplasmic reticulum, golgi apparatus, mitochondria, chloroplast, lysosome, cilia, undulipodia, ribosome, centriole, cytoskeleton, prokaryotic, eukaryotic		Identify, describe, explain, explore, compare, evaluate Biodiversity, habitat, species, allele, locus, polymorphic gene locus, monoculture, keystone species, conservation <i>in situ</i> , conservation <i>ex situ</i>				

	fibrous protein, globular protein, prosthetic group, colorimeter			
Common Misconceptions	Identified from assessment	Identified from assessment	Identified from assessment	
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 1 and sub section assessments w/b 26 th Sept & 10 th Oct	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 3 & section assessment w/b 17 th Oct
Career opportunities Employment Links	LIFE SKILLS: Resilience & organisation EMPLOYMENT: Biomedical scientist, doctor, nurse	LIFE SKILLS: Resilience & organisation EMPLOYMENT: Cellular biologist	LIFE SKILLS: Resilience & organisation EMPLOYMENT: Ecologist	LIFE SKILLS: Understanding how to determine how biodiverse an area is EMPLOYMENT: Zoologist, surveyor, DEFRA Environment Agency
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Week 5 (w/b 3rd Oct)	Lesson 1: 2.1.2 (h) – The synthesis and breakdown of triglycerides by esterification and the breaking of ester bonds Lesson 2: 2.1.2 (i) – How the properties of triglycerides, phospholipids and cholesterol relate to their functions in living organisms (linked to eukaryotes and prokaryotes) Lesson 3: 2.1.2 (a) – How hydrogen bonding occurs between water molecules and the role of water in living organisms (linked to eukaryotes and prokaryotes)	Lesson 1: 2.1.1 (i) – The interrelationship between organelles involved in the production and secretion of proteins (not method of protein synthesis) Lesson 2: 2.1.1 (k) – Cytoskeleton Lesson 3: End of section review	Lesson 1: 5.2.1 (g) – Practical investigation into the factors affecting photosynthesis Lesson 2: 5.2.1 (g) – Practical investigation into the factors affecting photosynthesis Lesson 3: 5.2.2 (a) – The need for cellular respiration Lesson 4: 5.2.2 (b) – The structure of the mitochondrion	Lesson 1: 4.2.1 (f) – The factors affecting biodiversity Lesson 2: 4.2.1 (g) – The ecological, economic and aesthetic reasons for maintaining biodiversity Lesson 3: 4.2.1 (h) – <i>in situ</i> and <i>ex situ</i> methods of maintaining biodiversity
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Condensation reaction, hydrolysis, monomer, polymer, glycosidic bond, macromolecule, phospholipid, amino acid, peptide bond, primary structure, secondary structure, tertiary structure, quaternary structure, fibrous protein, globular protein, prosthetic group, colorimeter	Identify, describe, explain, explore, compare, evaluate Electron micrograph, magnification, organelle, photomicrograph, resolution, graticule, rough/smooth endoplasmic reticulum, golgi apparatus, mitochondria, chloroplast, lysosome, cilia, undulipodia, ribosome, centriole, cytoskeleton, prokaryotic, eukaryotic	Identify, describe, explain, explore, compare, evaluate Granum, photosystem, stroma, thylakoid, electron carrier, photophosphorylation, independent variable, dependent variable, control variable, validity, reliability, reproducibility Glycolysis, cristae, mitochondrial matrix, decarboxylation, dehydrogenation, substrate-level phosphorylation, chemiosmosis, oxidative phosphorylation, respiratory substrate, respirometer	Identify, describe, explain, explore, compare, evaluate Biodiversity, habitat, species, allele, locus, polymorphic gene locus, monoculture, keystone species, conservation <i>in situ</i> , conservation <i>ex situ</i>
Common Misconceptions	That cholesterol is only found in the blood/heart	That protein synthesis only occurs in the ribosomes	Only light affects photosynthesis	Conservation is only in zoos and Africa
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 1 and sub section assessments w/b 26 th Sept & 10 th Oct	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 3 & section assessment w/b 17 th Oct
Career opportunities Employment Links	LIFE SKILLS: Understanding how structure and function are related EMPLOYMENT: Biomedical scientist, researcher	LIFE SKILLS: Understanding the role of cells EMPLOYMENT: Biomedical scientist, researcher	LIFE SKILLS: Understanding the role of respiration in releasing energy EMPLOYMENT: Doctor, physiotherapist, personal trainer	LIFE SKILLS: Understanding how conservation projects work EMPLOYMENT: Zoologist, surveyor, DEFRA Environment Agency
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive

Week 6 (w/b 10 th Oct)	Lesson 1: 2.1.2 (j) – The structure of an amino acid Lesson 2: 2.1.2 (k) – The synthesis and breakdown of dipeptides and polypeptides Lesson 3: Mini assessment	Lesson 1: End of section review Lesson 2: End of section assessment Lesson 3: Exemplar answers	Lesson 1: 5.2.2 (c) – The process and site of glycolysis Lesson 2: 5.2.2 (d) – The link reaction Lesson 3: 5.2.2 (e) – The Krebs Cycle Lesson 4: Mini assessment	Lesson 1: 4.2.1 (i) – international and local conservation agreements made to protect species and habitats Lesson 2: 4.2.1 (i) – international and local conservation agreements made to protect species and habitats – students research for presentations Lesson 3: .2.1 (i) – international and local conservation agreements made to protect species and habitats – students presentations
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Condensation reaction, hydrolysis, monomer, polymer, glycosidic bond, macromolecule, phospholipid, amino acid, peptide bond, primary structure, secondary structure, tertiary structure, quaternary structure, fibrous protein, globular protein, prosthetic group, colorimeter	Identify, describe, explain, explore, compare, evaluate Electron micrograph, magnification, organelle, photomicrograph, resolution, graticule, rough/smooth endoplasmic reticulum, golgi apparatus, mitochondria, chloroplast, lysosome, cilia, undulipodia, ribosome, centriole, cytoskeleton, prokaryotic, eukaryotic	Identify, describe, explain, explore, compare, evaluate Glycolysis, cristae, mitochondrial matrix, decarboxylation, dehydrogenation, substrate-level phosphorylation, chemiosmosis, oxidative phosphorylation, respiratory substrate, respirometer	Identify, describe, explain, explore, compare, evaluate Biodiversity, habitat, species, allele, locus, polymorphic gene locus, monoculture, keystone species, conservation <i>in situ</i> , conservation <i>ex situ</i>
Common Misconceptions	Identified from assessment	Identified from assessment	Identified from assessment	Conservation is only in zoos and Africa
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Research types of conservation agreements and prepare presentation
Assessment this half-term	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 1 and sub section assessments w/b 26 th Sept & 10 th Oct	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 3 & section assessment w/b 17 th Oct
Career opportunities Employment Links	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Researcher	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Researcher	LIFE SKILLS: Understanding the role of respiration in releasing energy EMPLOYMENT: Doctor, physiotherapist, personal trainer	LIFE SKILLS: Understanding how conservation projects work EMPLOYMENT: Zoologist, surveyor, DEFRA Environment Agency
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Week 7 (w/b 17 th Oct)	Lesson 1: 2.1.2 (m) – The levels of protein structure Lesson 2: 2.1.2 (n) – The structure and function of globular and conjugated proteins Lesson 3: 2.1.2 (o) – The properties and functions of fibrous proteins	Lesson 1: PAG 1 Lesson 2: PAG 1 Lesson 3: PAG 1	Lesson 1: 5.2.2 (f) – Coenzymes in cellular respiration Lesson 2: 5.2.2 (g) – Oxidative phosphorylation Lesson 3: 5.2.2 (h) – Chemiosmotic theory Lesson 4: 5.2.2 (i) – Anaerobic respiration in eukaryotes	Lesson 1: End of section review Lesson 2: End of section assessment Lesson 3: Exemplar answers
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Condensation reaction, hydrolysis, monomer, polymer, glycosidic bond, macromolecule, phospholipid, amino acid, peptide bond, primary structure, secondary structure, tertiary structure, quaternary structure, fibrous protein, globular protein, prosthetic group, colorimeter	Identify, describe, explain, explore, compare, evaluate Electron micrograph, magnification, organelle, photomicrograph, resolution, graticule, rough/smooth endoplasmic reticulum, golgi apparatus, mitochondria, chloroplast, lysosome, cilia, undulipodia, ribosome, centriole, cytoskeleton, prokaryotic, eukaryotic	Identify, describe, explain, explore, compare, evaluate Glycolysis, cristae, mitochondrial matrix, decarboxylation, dehydrogenation, substrate-level phosphorylation, chemiosmosis, oxidative phosphorylation, respiratory substrate, respirometer, coenzyme	Identify, describe, explain, explore, compare, evaluate
Common Misconceptions	Students often forget that enzymes are proteins with a tertiary structure	Students often confuse the conversation calculation for μm .	That respiration is breathing	Identified from assessment
Homework	Review book chapter and answer in book questions	Research PAG	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 1 and sub section assessments w/b 26 th Sept & 10 th Oct	Sub section assessments w/b 26 th Sept & 10 th Oct	PAG 3 & section assessment w/b 17 th Oct
Career opportunities Employment Links	LIFE SKILLS: Understanding the roles of different proteins EMPLOYMENT: Nutritionist, personal trainer, body builder	LIFE SKILLS: Understanding how things work together to create a 'bigger picture' EMPLOYMENT: Biomedical scientist, researcher	LIFE SKILLS: Understanding the role of respiration in releasing energy EMPLOYMENT: Doctor, physiotherapist, personal trainer	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Zoologist, surveyor, DEFRA Environment Agency
Employability Skills	Aiming high Creativity Literacy Numeracy	Aiming high Creativity Literacy Numeracy	Aiming high Creativity Literacy Numeracy	Aiming high Creativity Literacy Numeracy

	Leadership Communication Presenting Problem solving Staying positive	Independence Teamwork	Listening	Leadership Communication Presenting Problem solving Staying positive	Independence Teamwork	Listening	Leadership Communication Presenting Problem solving Staying positive	Independence Teamwork	Listening	Leadership Communication Presenting Problem solving Staying positive	Independence Teamwork	Listening
IT Skills				IT1 & IT2: Appropriate research to prepare presentation								
Notes				PAG 1: Microscopy								
Week 8 (w/b Mon 31st Oct)	Lesson 1: 2.1.2 (p) – The key inorganic ions involved in biological processes Lesson 2: PAG 10 Lesson 3: PAG 10			Lesson 1: 2.1.3 (a) – The structure of a nucleotide as the monomer from which nucleic acids are made Lesson 2: 2.1.3 (b) – The synthesis and breakdown of polynucleotides by the formation and breakage of phosphodiester bonds Lesson 3: 2.1.3 (c) – The structure of ADP and ATP as phosphorylated nucleotides			Lesson 1: 5.2.2 (j) – The differences in energy values of respiratory substrates Lesson 2: 5.2.2 (k) – Use and interpretation of RQ Lesson 3: Section review Lesson 4: Mini assessment			Lesson 1: 4.2.2 (a) – The biological classification of species Lesson 2: 4.2.2 (b) – The binomial system of naming species and the advantages of such a system Lesson 3: 4.2.2 (c) – The features used to classify the 5 kingdoms		
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability			Identify, describe, explain, explore, compare, evaluate Double helix, monomer, nucleotide, polynucleotide, helicase. Polymerase, semi-conservative replication, gene, polypeptide, protein, transcription, translation			Identify, describe, explain, explore, compare, evaluate Glycolysis, cristae, mitochondrial matrix, decarboxylation, dehydrogenation, substrate-level phosphorylation, chemiosmosis, oxidative phosphorylation, respiratory substrate, respirometer			Identify, describe, explain, explore, compare, evaluate Binomial system, classification, phylogeny, natural selection, continuous variation, discontinuous variation, interspecific, intraspecific, correlation coefficient, anatomical, behavioural, physiological, adaptation		
Common Misconceptions	Identified from PAG			Energy is created			Identified from assessment			That there are only 2 kingdoms – plant and animal		
Homework	Review book chapter and answer in book questions			Review book chapter and answer in book questions			Review book chapter and answer in book questions			Review book chapter and answer in book questions		
Assessment this half-term	Unit assessment w/b 12 th Dec PAG 10/PAG 9/PAG 5/PAG 6			Unit assessment w/b 21 st Nov PAG 8			Section assessment w/b 31 st Oct PAG 11/PAG 4/PAG 10			Unit assessment w/b 14 th Nov and 5 th Dec Presentations w/b 28 th Nov		
Career opportunities Employment Links	LIFE SKILLS: To understand how to identify food groups EMPLOYMENT: Food scientist			LIFE SKILLS: To understand the structure of DNA EMPLOYMENT: Geneticist			LIFE SKILLS: To understand how basal metabolic rate is linked to respiration EMPLOYMENT: Research scientist			LIFE SKILLS: Understanding how species are classified EMPLOYMENT: Evolutionary biologist, anthropologist, forensic scientist		
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive		Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive		Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive		Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	
IT Skills				IT1 & IT2: research PAG using appropriate sites								
Notes				PAG 10 – computer modelling to investigate the levels of protein structure within a molecule								
Week 9 (w/b 7th Nov)	Lesson 1: 2.1.2 (q) – How to carry out and interpret results of chemical tests Lesson 2: PAG 9 Lesson 3: PAG 9			Lesson 1: 2.1.3 (d) – The structure of DNA Lesson 2: 2.1.3 (d) – The extraction of DNA by precipitation Lesson 3: 2.1.3 (e) – Semi-conservative DNA replication			Lesson 1: PAG 11 Lesson 2: PAG 11 Lesson 3: PAG 11 Lesson 4: PAG 11			Lesson 1: 4.2.2 (c) – The evidence that has led to new classification systems, such as the 3 domains of life Lesson 2: 4.2.2 (d) – The relationship between classification and phylogeny Lesson 3: 4.2.2 (e) – The evidence for the theory of evolution by natural selection		
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability			Identify, describe, explain, explore, compare, evaluate Double helix, monomer, nucleotide, polynucleotide, helicase. Polymerase, semi-conservative replication, gene, polypeptide, protein, transcription, translation			Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability			Identify, describe, explain, explore, compare, evaluate Binomial system, classification, phylogeny, natural selection, continuous variation, discontinuous variation, interspecific, intraspecific, correlation coefficient, anatomical, behavioural, physiological, adaptation		
Common Misconceptions	Identified from PAG						Identified from PAG					
Homework	Review book chapter and answer in book questions			Review book chapter and answer in book questions			Review book chapter and answer in book questions			Review book chapter and answer in book questions		

Assessment this half-term	Unit assessment w/b 12 th Dec PAG 9/PAG 5/PAG 6	Unit assessment w/b 21 st Nov PAG 8	Section assessment w/b 31 st Oct PAG 11/PAG 4/PAG 10	Unit assessment w/b 14 th Nov and 5 th Dec Presentations w/b 28 th Nov
Career opportunities Employment Links	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: To understand the structure of DNA EMPLOYMENT: Geneticist	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how species are classified EMPLOYMENT: Evolutionary biologist, anthropologist, forensic scientist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites		IT1 & IT2: research PAG using appropriate sites	
Notes	PAG 9: Biuret, Benedicts, reagent test strips, iodine and emulsion tests		Mock exams during this week – there may be some disruption to lessons PAG 11: The effect of exercise on heart rate	
Week 10 (w/b 14th Nov)	Lesson 1: PAG 9 Lesson 2: PAG 9 Lesson 3: PAG 9	Lesson 1: 2.1.3 (f) – The nature of the genetic code Lesson 2: 2.1.3 (g) – Transcription and translation of genes resulting in the synthesis of polypeptides Lesson 3: 2.1.3 (g) – Transcription and translation of genes resulting in the synthesis of polypeptides	Lesson 1: PAG 4 Lesson 2: PAG 4 Lesson 3: PAG 4 Lesson 4: PAG 4	Lesson 1: Mini assessment Lesson 2: Exemplars Lesson 3: 4.2.2 (f) – The different types of variation
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Double helix, monomer, nucleotide, polynucleotide, helicase. Polymerase, semi-conservative replication, gene, polypeptide, protein, transcription, translation	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Binomial system, classification, phylogeny, natural selection, continuous variation, discontinuous variation, interspecific, intraspecific, correlation coefficient, anatomical, behavioural, physiological, adaptation
Common Misconceptions	Identified from PAG	That protein synthesis only occurs in ribosomes	Identified from PAG	Identified from assessment
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 12 th Dec PAG 9/PAG 5/PAG 6	Unit assessment w/b 21 st Nov PAG 8	Section assessment w/b 31 st Oct PAG 11/PAG 4/PAG 10	Unit assessment w/b 14 th Nov and 5 th Dec Presentations w/b 28 th Nov
Career opportunities Employment Links	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: To understand the structure of DNA EMPLOYMENT: Geneticist	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Evolutionary biologist, anthropologist, forensic scientist
Employability Skills	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites		IT1 & IT2: research PAG using appropriate sites	
Notes	PAG 9: Biuret, Benedicts, reagent test strips, iodine and emulsion tests		PAG 4: Investigating respiration rates in yeast	
Week 11 (w/b 21st Nov)	Lesson 1: 2.1.2 (r) – Using quantitative methods to determine concentration of a substance in solution Lesson 2: PAG 5 Lesson 3: PAG 5	Lesson 1: Section review Lesson 2: Section assessment Lesson 3: Exemplars	Lesson 1: PAG 6 Lesson 2: PAG 6 Lesson 3: PAG 6 Lesson 4: PAG 6	Lesson 1: 4.2.2 (f) – The different types of variation: use of statistics (s.d/t-test/SR) Lesson 2: 4.2.2 (g) – The different types of adaptations of organisms to their environment Lesson 3: 4.2.2 (g) – The different types of adaptations of organisms to their environment – student research for presentation
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Double helix, monomer, nucleotide, polynucleotide, helicase. Polymerase, semi-conservative replication, gene, polypeptide, protein, transcription, translation	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Binomial system, classification, phylogeny, natural selection, continuous variation, discontinuous variation, interspecific, intraspecific, correlation coefficient, anatomical, behavioural, physiological, adaptation

Common Misconceptions	Identified from PAG	Identified from assessment	Identified from PAG	Science doesn't use statistics
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions. Preparing presentations
Assessment this half-term	Unit assessment w/b 12 th Dec PAG 5/PAG 6	Unit assessment w/b 21 st Nov PAG 8	Section assessment w/b 31 st Oct PAG 11/PAG 4/PAG 10	Unit assessment w/b 5 th Dec Presentations w/b 28 th Nov
Career opportunities Employment Links	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: Organisation EMPLOYMENT: Research scientist, conservationist, statistician
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites		IT1 & IT2: research PAG using appropriate sites	IT1 & IT2: research presentation using appropriate sites
Notes	PAG 5: Determining sugar concentration by colorimetry		PAG 6: Investigating the pigments in leaves	
Week 12 (w/b 28th Nov)	Lesson 1: PAG 5 Lesson 2: 2.1.2 (r) – The principles of paper and TLC to analyse biological samples Lesson 3: PAG 6	Lesson 1: 2.1.5 (a) – The role of membranes within cells Lesson 2: 2.1.5 (b) – The fluid mosaic model Lesson 3: 2.1.5 (c) – Factors affecting structure and permeability of a membrane	Lesson 1: 4.1.1 (a) – The different types of pathogen that can cause communicable disease Lesson 2: 4.1.1 (b) – The means of transmission of animal and plant communicable pathogens Lesson 3: 4.1.1 (c) – Plant defences against pathogens Lesson 4: 4.1.1 (d) – The primary non-specific defences against pathogens in animals	Lesson 1: 4.2.2 (g) – The different types of adaptations of organisms to their environment – student presentations Lesson 2: 4.2.2 (h) – The mechanism by which natural selection can affect the characteristics of a population over time Lesson 3: 4.2.2 (i) – How evolution in some species has implications for human populations
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Fluid mosaic model, glycolipid, glycoprotein, plasma membrane, diffusion, facilitated diffusion, osmosis, water potential, plasmolysed, crenation, flaccid, turgid, endocytosis, exocytosis, active transport	Identify, describe, explain, explore, compare, evaluate Pathogen, transmission, vector, callose, inflammation, mucous membrane, primary defences, antibodies, clonal expansion, interleukins, regulator cells, agglutinins, opsonins, epidemic, immunity, vaccination, antibiotic	Identify, describe, explain, explore, compare, evaluate Binomial system, classification, phylogeny, natural selection, continuous variation, discontinuous variation, interspecific, intraspecific, correlation coefficient, anatomical, behavioural, physiological, adaptation
Common Misconceptions	Identified from PAG	All membranes have the same structure	All disease is infectious	Evolution is a fast process
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions. Preparing presentations
Assessment this half-term	Unit assessment w/b 12 th Dec PAG 5/PAG 6	PAG 8	6 mark in class question	Unit assessment w/b 14 th Nov and 5 th Dec Presentations w/b 28 th Nov
Career opportunities Employment Links	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: To understand how molecules move across membranes EMPLOYMENT: Biomedical scientist	LIFE SKILLS: Understanding how diseases can spread EMPLOYMENT: Doctor, nurse, vet, virologist, phlebotomist, research scientist, pharmacist	LIFE SKILLS: Understanding how evolution has occurred EMPLOYMENT: Evolutionary biologist, anthropologist, forensic scientist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites			IT1 & IT2: deliver presentation using appropriate sources
Notes	PAG 5: Determining sugar concentration by colorimetry PAG 6: Using paper/TLC to determine amino acids in a protein/photosynthetic pigments			
Week 13 (w/b 5th Dec)	Lesson 1: PAG 6 Lesson 2: PAG 6 Lesson 3: PAG 6	Lesson 1: 2.1.5 (d) – The movement of molecules across membranes	Lesson 1: 4.1.1 (e) – The structure and mode of action of phagocytes Lesson 2: 4.1.1 (e) – Examination of blood smears	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars

		Lesson 2: 2.1.5 (d) – The movement of molecules across membranes Lesson 3: 2.1.5 (e) – The movement of water across membranes by osmosis	Lesson 3: 4.1.1 (f) – The structure and mode of action of B and T lymphocytes in specific immune response Lesson 4: 4.1.1 (g) – The different types of pathogen that can cause communicable disease	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Fluid mosaic model, glycolipid, glycoprotein, plasma membrane, diffusion, facilitated diffusion, osmosis, water potential, plasmolysed, crenation, flaccid, turgid, endocytosis, exocytosis, active transport	Identify, describe, explain, explore, compare, evaluate Pathogen, transmission, vector, callose, inflammation, mucous membrane, primary defences, antibodies, clonal expansion, interleukins, regulator cells, agglutinins, opsonins, epidemic, immunity, vaccination, antibiotic	Identify, describe, explain, explore, compare, evaluate Binomial system, classification, phylogeny, natural selection, continuous variation, discontinuous variation, interspecific, intraspecific, correlation coefficient, anatomical, behavioural, physiological, adaptation
Common Misconceptions	Identified from PAG	All molecules can move across the membrane	All white blood cells do the same job	Identified from assessment
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 12 th Dec PAG 6	PAG 8	6 mark in class question	Unit assessment w/b 5 th Dec
Career opportunities Employment Links	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: To understand how molecules move across membranes EMPLOYMENT: Biomedical scientist	LIFE SKILLS: Understanding how diseases can spread EMPLOYMENT: Doctor, nurse, vet, virologist, phlebotomist, research scientist, pharmacist	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist
Employability Skills	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites			
Notes	PAG 6: Using paper/TLC to determine amino acids in a protein/photosynthetic pigments			
	CLP	JAD	CLP	JAD
Week 14 (w/b 12th Dec)	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars	Lesson 1: PAG 8 Lesson 2: PAG 8 Lesson 3: PAG 8	Lesson 1: 4.1.1 (h/i) – The structure and function of antibodies and action of opsonin, agglutinin and anti-toxin Lesson 2: 4.1.1 (j) – The differences between active/passive immunity and between natural/artificial immunity Lesson 3: 4.1.1 (k) – Autoimmune diseases e.g. arthritis and lupus Lesson 4: 4.1.1 (l) – The principles of vaccination	Lesson 1: Mop up for lost lessons due to mocks/PAG write ups Lesson 2: Mop up for lost lessons due to mocks/PAG write ups Lesson 3: Mop up for lost lessons due to mocks/PAG write ups
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate	Identify, describe, explain, explore, compare, evaluate osmosis, water potential, flaccid, turgid, independent variable, dependent variable, control variable, valid, reproduceable, reliable	Identify, describe, explain, explore, compare, evaluate Pathogen, transmission, vector, callose, inflammation, mucous membrane, primary defences, antibodies, clonal expansion, interleukins, regulator cells, agglutinins, opsonins, epidemic, immunity, vaccination, antibiotic	Identify, describe, explain, explore, compare, evaluate
Common Misconceptions	Identified from assessment	Identified from PAG	Phagocytes 'eat' pathogens	Identified from assessments and PAGs
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 12 th Dec	PAG 8	6 mark in class question	6 mark in class question
Career opportunities Employment Links	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how diseases can spread EMPLOYMENT: Doctor, nurse, vet, virologist, phlebotomist, research scientist, pharmacist	LIFE SKILLS: Organisation EMPLOYMENT: Research scientist
Employability Skills	Aiming high Creativity Leadership Literacy Numeracy Independence	Aiming high Creativity Leadership Literacy Numeracy Independence	Aiming high Creativity Leadership Literacy Numeracy Independence	Aiming high Creativity Leadership Literacy Numeracy Independence

	Listening Presenting Problem solving	Communication Teamwork Staying positive	Listening Presenting Problem solving	Communication Teamwork Staying positive	Listening Presenting Problem solving	Communication Teamwork Staying positive	Listening Presenting Problem solving	Communication Teamwork Staying positive
IT Skills			IT1 & IT2: research PAG using appropriate sites					
Notes			PAG 8: Investigating the effect of concentration on the movement of water across a membrane					
Week 15 (w/b 19th Dec) End of term Wednesday 20th December	Lesson 1: 2.1.4 (a) – The role of enzymes in catalysing reactions that affect metabolism Lesson 2: 2.1.4 (b) – The role of enzymes in catalysing intracellular and extracellular reactions Lesson 3: 2.1.4 (c) – The mechanism of enzyme action		Lesson 1: PAG 8 Lesson 2: End of term Lesson 3: End of term		Lesson 1: 4.1.1 (m) – Possible sources of medicines Lesson 2: 4.1.1 (n) – The benefits and risks of using antibiotics to manage bacterial infections Lesson 3: Unit review Lesson 4: End of term		Lesson 1: Mop up for lost lessons due to mocks/PAG write ups Lesson 2: End of term Lesson 3: End of term	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Active site, catalyst, extracellular, intracellular, metabolic, product, substrate, cofactor, enzyme-substrate complex, specificity, competitive inhibition, non-competitive inhibition, prosthetic group		Identify, describe, explain, explore, compare, evaluate osmosis, water potential, flaccid, turgid, independent variable, dependent variable, control variable, valid, reproduceable, reliable		Identify, describe, explain, explore, compare, evaluate Pathogen, transmission, vector, callose, inflammation, mucous membrane, primary defences, antibodies, clonal expansion, interleukins, regulator cells, agglutinins, opsonins, epidemic, immunity, vaccination, antibiotic		Identify, describe, explain, explore, compare, evaluate	
Common Misconceptions	Pupils forget that enzymes are tertiary proteins		Identified from PAG		All medicines are made in laboratories		Identified from assessments and PAGs	
Homework	Review book chapter and answer in book questions		Review book chapter and answer in book questions		Review book chapter and answer in book questions		Review book chapter and answer in book questions	
Assessment this half-term	6 mark in class question		PAG 8		6 mark in class question		6 mark in class question	
Career opportunities Employment Links	LIFE SKILLS: Understanding the importance of enzymes in everyday life e.g., washing powder and baby food EMPLOYMENT: Doctor, nurse, research scientist, nutritionist, dietician, product development		LIFE SKILLS: Choosing equipment that is fit for purpose EMPLOYMENT: Research scientist		LIFE SKILLS: Understanding how diseases can spread EMPLOYMENT: Doctor, nurse, vet, virologist, phlebotomist, research scientist, pharmacist		LIFE SKILLS: Organisation EMPLOYMENT: Research scientist	
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills			IT1 & IT2: research PAG using appropriate sites					
Notes	Lesson 2: Include catalase as intracellular and amylase/trypsin as extracellular		PAG 8: Investigating the effect of concentration on the movement of water across a membrane					
Week 16 (w/b Wed 4th Jan)			Lesson 1: 2.1.6 (a) – The cell cycle Lesson 2: 2.1.6 (b) – How the cell cycle is regulated Lesson 3: 2.1.6 (c) – The main stages of mitosis		Lesson 1: X Lesson 2: Unit recap Lesson 3: Unit assessment Lesson 4: Exemplars		Lesson 1: X Lesson 2: 6.1.1 (a) – Types of gene mutations and their possible effects on protein production and function Lesson 3: 6.1.1 (a) – Types of gene mutations and their possible effects on protein production and function	
Key Words Level 2 Level 3			Identify, describe, explain, explore, compare, evaluate Cytokinesis, interphase, mitosis, chromatids, haploid, homologous chromosomes, prophase, metaphase, anaphase, telophase, meiosis, differentiation, epithelial cell, erythrocyte, neutrophil, genome, guard cell, palisade cell		Identify, describe, explain, explore, compare, evaluate Pathogen, transmission, vector, callose, inflammation, mucous membrane, primary defences, antibodies, clonal expansion, interleukins, regulator cells, agglutinins, opsonins, epidemic, immunity, vaccination, antibiotic		Identify, describe, explain, explore, compare, evaluate Point mutation, silent mutation, missense, nonsense, indel, frameshift, exon, intron, operon, transcription factor, apoptosis, conserved, homeobox sequence, Hox gene	
Common Misconceptions			Students often forget interphase as one of the stages		Identified from assessment		That mutations are only caused by external factors	
Homework			Review book chapter and answer in book questions		Review book chapter and answer in book questions		Review book chapter and answer in book questions	
Assessment this half-term			Unit assessment w/b 13 th Feb PAG 1		Unit assessments w/b 4 th Jan & 13 th Feb PAG 7		Unit assessment w/b 16 th Jan	
Career opportunities			LIFE SKILLS: Understanding how cells replicate EMPLOYMENT: Cellular biologist		LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist		LIFE SKILLS: Understanding how new characteristics are inherited	

Employment Links				EMPLOYMENT: Geneticist	
Employability Skills		Aiming high Creativity Leadership Communication Presenting Problem solving	Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving	Literacy Numeracy Independence Listening Teamwork Staying positive
Week 17 (w/b 9th Jan)	Lesson 1: 2.1.4 (d) – The effects of Ph, temperature and concentration on enzyme activity Lesson 2: PAG 4 Lesson 3: PAG 4	Lesson 1: 2.1.6 (d) – Sections of plant tissue showing the cell cycle and stages of mitosis Lesson 2: PAG 1 Lesson 3: PAG 1	Lesson 1: 6.2.1 (a) – Natural clones in plants and the production of natural clones for use in horticulture Lesson 2: 6.2.1 (a) – How to take plant cuttings as an example of simple cloning technique Lesson 3: 6.2.1 (b) – The production of artificial clones of plants by micropropagation and tissue culture Lesson 4: 6.2.1 (b) – Arguments for and against the artificial cloning in plants	Lesson 1: 6.1.1 (b) – The regulatory mechanisms that control gene expression at the transcriptional level, post-transcriptional level and post-translational level Lesson 2: 6.1.1 (b) – The regulatory mechanisms that control gene expression at the transcriptional level, post-transcriptional level and post-translational level Lesson 3: 6.1.1 (c) – The genetic control of the development of body plans in different organisms	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability, buffer, concentration, enzyme-substrate complex, denature	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability, cytokinesis, interphase, mitosis, chromatids, haploid, homologous chromosomes, meiosis, prophase, metaphase, anaphase, telophase	Identify, describe, explain, explore, compare, evaluate Clones, vegetative propagation, micropropagation, tissue culture, embryo twinning, enucleation, somatic cell nuclear transfer, biotechnology, fermenter, agar, aseptic technique, closed culture, immobilised enzyme	Identify, describe, explain, explore, compare, evaluate Point mutation, silent mutation, missense, nonsense, indel, frameshift, exon, intron, operon, transcription factor, apoptosis, conserved, homeobox sequence, Hox gene	
Common Misconceptions	Identified from PAG	Identified from PAG	Students may have concerns over GM	That mutations are only caused by external factors	
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	
Assessment this half-term	Unit assessment w/b 30 th Jan PAG 4/PAG 10	Unit assessment w/b 13 th Feb PAG 1	Unit assessment w/b 13 th Feb PAG 7	Unit assessment w/b 16 th Jan	
Career opportunities Employment Links	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how to propagate plants EMPLOYMENT: Horticulture, farming, forestry	LIFE SKILLS: Understanding how genetic disorders are expressed EMPLOYMENT: Geneticist	
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving	Aiming high Creativity Leadership Listening Presenting Problem solving	Aiming high Creativity Leadership Listening Presenting Problem solving	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites	IT1 & IT2: research PAG using appropriate sites			
Notes	PAG 4: Factors affecting the rate of an enzyme-controlled reaction	PAG 1: Microscopy – mitosis in root tips			
Week 18 (w/b 16th Jan)	Lesson 1: PAG 4 Lesson 2: PAG 4 Lesson 3: PAG 4	Lesson 1: 2.1.6 (e) – The significance of mitosis in life cycles Lesson 2: 2.1.6 (f) – The significance of meiosis in life cycles Lesson 3: 2.1.6 (g) – The main stages of meiosis	Lesson 1: 6.2.1 (c) – Natural clones in animal species Lesson 2: 6.2.1 (d) – How artificial clones in animals can be produced by artificial embryo twinning or by SCNT Lesson 3: 6.2.1 (d) – Arguments for and against artificial cloning in animals Lesson 4: 6.2.1 (e) – The uses of microorganisms in biotechnological processes	Lesson 1: 6.1.1 (d) – The importance of mitosis and apoptosis as mechanisms controlling the development of body form Lesson 2: Unit review Lesson 3: Unit assessment	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability, buffer, concentration, enzyme-substrate complex, denature	Identify, describe, explain, explore, compare, evaluate Cytokinesis, interphase, mitosis, chromatids, haploid, homologous chromosomes, prophase, metaphase, anaphase, telophase, meiosis, differentiation, epithelial cell, erythrocyte, neutrophil, genome, guard cell, palisade cell	Identify, describe, explain, explore, compare, evaluate Clones, vegetative propagation, micropropagation, tissue culture, embryo twinning, enucleation, somatic cell nuclear transfer, biotechnology, fermenter, agar, aseptic technique, closed culture, immobilised enzyme	Identify, describe, explain, explore, compare, evaluate Point mutation, silent mutation, missense, nonsense, indel, frameshift, exon, intron, operon, transcription factor, apoptosis, conserved, homeobox sequence, Hox gene	
Common Misconceptions	Identified from PAG	Students often forget interphase as one of the stages	Human clones	Identified from assessment	

Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 30 th Jan PAG 4/PAG 10	Unit assessment w/b 13 TH Feb	Unit assessment w/b 13 th Feb PAG 7	Unit assessment w/b 16 th Jan
Career opportunities Employment Links	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how cells replicate EMPLOYMENT: Cellular biologist	LIFE SKILLS: Understanding how alternative food sources and medicines can be made EMPLOYMENT: Research scientist	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites			
Notes	PAG 4: Factors affecting the rate of an enzyme-controlled reaction			
Week 19 (w/b 23rd Jan)	Lesson 1: 2.1.4 (e) – need for coenzymes, cofactors and prosthetic groups in some enzyme-controlled reactions Lesson 2: 2.1.4 (f) – The effects of inhibitors on the rate of enzyme-controlled reactions Lesson 3: Unit review	Lesson 1: 2.1.6 (h) – How cells of multicellular organisms are specialised for particular function Lesson 2: 2.1.6 (i) – The organisation of cells into tissues, organs and organ systems Lesson 3: 2.1.6 (j) – The features and differentiation of stem cells	Lesson 1: 6.2.1 (e) – The uses of microorganisms in biotechnological processes Lesson 2: 6.2.1 (f) – The advantages and disadvantages of using microorganisms to make food for human consumption Lesson 3: 6.2.1 (b)/6.2.1 (c)/6.2.1 (f) – student presentation choice research into their own area of interest from these sections Lesson 4: 6.2.1 (b)/6.2.1 (c)/6.2.1 (f) – student presentations	Lesson 1: Exemplars Lesson 2: 6.1.2 (a) – The contribution of both environmental and genetic factors to phenotypic variation Lesson 3: 6.1.2 (a) – How sexual reproduction can lead to genetic variation within a species
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Active site, catalyst, extracellular, intracellular, metabolic, product, substrate, cofactor, enzyme-substrate complex, specificity, competitive inhibition, non-competitive inhibition, prosthetic group	Identify, describe, explain, explore, compare, evaluate Cytokinesis, interphase, mitosis, chromatids, haploid, homologous chromosomes, prophase, metaphase, anaphase, telophase, meiosis, differentiation, epithelial cell, erythrocyte, neutrophil, genome, guard cell, palisade cell	Identify, describe, explain, explore, compare, evaluate Clones, vegetative propagation, micropropagation, tissue culture, embryo twinning, enucleation, somatic cell nuclear transfer, biotechnology, fermenter, agar, aseptic technique, closed culture, immobilised enzyme	Identify, describe, explain, explore, compare, evaluate Genotype, phenotype, allele, heterozygous, homozygous, monogenic, dihybrid, codominance, autosomal linkage, epistasis, chi-squared, continuous variation, discontinuous variation, directional selection, founder effect, genetic bottleneck, stabilising selection, allopatric speciation, sympatric speciation
Common Misconceptions	That temperature increases rate of reaction exponentially	Plants don't have stem cells	That Quorn is from mushrooms	Variation is either environment or genetic not both
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions. Prepare presentations	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 30 th Jan PAG 10	Unit assessment w/b 13 TH Feb	Unit assessment w/b 13 th Feb PAG 7	In class 6-mark question
Career opportunities Employment Links	LIFE SKILLS: Understanding how reaction speed can be changed EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how cells replicate EMPLOYMENT: Cellular biologist	LIFE SKILLS: Presenting to an audience EMPLOYMENT: Project manager	LIFE SKILLS: Interpreting data to draw conclusions EMPLOYMENT: Geneticist, research scientist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills			IT1 & IT2: deliver presentation using appropriate sources	
Week 20 (w/b 30th Jan)	Lesson 1: Unit assessment Lesson 2: Exemplars Lesson 3: 3.1.1 (a) – The need for specialised exchange surfaces	Lesson 1: 2.1.6 (k) – The production of erythrocytes and neutrophils derived from stem cells in bone marrow Lesson 2: 2.1.6 (l) – The production of xylem vessels and phloem sieve tubes from meristems Lesson 3: 2.1.6 (m) – The potential uses of stem cells in research and medicine	Lesson 1: 6.2.1 (g) – How to culture microorganisms effectively using aseptic techniques Lesson 2: 6.2.1 (g) – The importance of manipulating the growing conditions in batch and continuous fermentation in order to maximise the yield Lesson 3: 6.2.1 (h) – Standard growth curve of a microorganism in a closed culture Lesson 4: PAG 7	Lesson 1: 6.1.2 (b) – Genetic diagrams to show patterns of inheritance Lesson 2: 6.1.2 (b) – Genetic diagrams to show patterns of inheritance Lesson 3: 6.1.2 (b) – The use of phenotypic ratios to identify linkage and epistasis

Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Active site, catalyst, extracellular, intracellular, metabolic, product, substrate, cofactor, enzyme- substrate complex, specificity, competitive inhibition, non-competitive inhibition, prosthetic group	Identify, describe, explain, explore, compare, evaluate Cytokinesis, interphase, mitosis, chromatids, haploid, homologous chromosomes, prophase, metaphase, anaphase, telophase, meiosis, differentiation, epithelial cell, erythrocyte, neutrophil, genome, guard cell, palisade cell	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability, aseptic, inoculator, McCartney bottle, petri dish, agar, culture, growth medium	Identify, describe, explain, explore, compare, evaluate Genotype, phenotype, allele, heterozygous, homozygous, monogenic, dihybrid, codominance, autosomal linkage, epistasis, chi-squared, continuous variation, discontinuous variation, directional selection, founder effect, genetic bottleneck, stabilising selection, allopatric speciation, sympatric speciation
Common Misconceptions	Identified from assessment	Plant cells don't have stem cells	Identified from PAG	Males have the dominant genes
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 30 th Jan PAG 4/PAG 10	Unit assessment w/b 13 th Feb	Unit assessment w/b 13 th Feb PAG 7	In class 6-mark question
Career opportunities Employment Links	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how stem cells can be used EMPLOYMENT: Research scientist	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how characteristics are inherited EMPLOYMENT: Geneticist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills			IT1 & IT2: research PAG using appropriate sites	
Notes			PAG 7: Aseptic techniques and factors affecting microbial growth	
Week 21 (w/b 6th Feb)	Lesson 1: 3.1.1 (b) – The features of an efficient exchange surface Lesson 2: 3.1.1 (c) – The structures and functions of the components of the mammalian gaseous exchange system Lesson 3: 3.1.1 (c) – The structures and functions of the components of the mammalian gaseous exchange system – Pluck	Lesson 1: 2.1.6 (m) – The potential uses of stem cells in research and medicine – student research Lesson 2: 2.1.6 (m) – The potential uses of stem cells in research and medicine – student presentations Lesson 3: Unit review	Lesson 1: PAG 7 Lesson 2: PAG 7 Lesson 3: PAG 7 Lesson 4: PAG 7	Lesson 1: 6.1.2 (c) – Using Chi squared to determine the significance of the difference between observed and expected results Lesson 2: 6.1.2 (d) – The genetic basis of continuous and discontinuous variation Lesson 3: 6.1.2 (e) – Factors that can affect the evolution of a species
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Surface area, alveoli, bronchi, bronchioles, diaphragm, intercostal muscle, trachea, ventilation, cartilage, ciliated epithelium, elastic fibres, goblet cells, smooth muscle, breathing rate, tidal volume, spirometer, vital capacity, buccal cavity, countercurrent flow, filament, lamellae, operculum, spiracle, tracheal fluid	Identify, describe, explain, explore, compare, evaluate Cytokinesis, interphase, mitosis, chromatids, haploid, homologous chromosomes, prophase, metaphase, anaphase, telophase, meiosis, differentiation, epithelial cell, erythrocyte, neutrophil, genome, guard cell, palisade cell	Identify, describe, explain, explore, compare, evaluate Independent variable, dependent variable, control variable, validity, reproducibility, reliability, aseptic, inoculator, McCartney bottle, petri dish, agar, culture, growth medium	Identify, describe, explain, explore, compare, evaluate Genotype, phenotype, allele, heterozygous, homozygous, monogenic, dihybrid, codominance, autosomal linkage, epistasis, chi-squared, continuous variation, discontinuous variation, directional selection, founder effect, genetic bottleneck, stabilising selection, allopatric speciation, sympatric speciation
Common Misconceptions	Students often confuse SA:Vol	Moral and ethical implications of stem cells	Identified from PAG	Evolution is only affected by extinction level events
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions. Prepare presentations.	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	PAG 10	Unit assessment w/b 13 th Feb	Unit assessment w/b 13 th Feb PAG 7	In class 6 mark question
Career opportunities Employment Links	LIFE SKILLS: Understanding the mechanism of breathing EMPLOYMENT:	LIFE SKILLS: Presenting to an audience EMPLOYMENT: Project manager	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how to support theory with statistics EMPLOYMENT: Statistician, geneticist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills		IT1 & IT2: deliver presentation using appropriate sources	IT1 & IT2: research PAG using appropriate sites	

Notes			PAG 7: Aseptic techniques and factors affecting microbial growth	
Week 22 (w/b 13th Feb)	Lesson 1: 3.1.1 (d) – The mechanism of ventilation in mammals Lesson 2: 3.1.1 (e) – The relationship between vital capacity, tidal volume, breathing rate and oxygen uptake Lesson 3: PAG 10	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars	Lesson 1: Section review Lesson 2: Section review Lesson 3: Section assessment Lesson 4: Exemplars	Lesson 1: 6.1.2 (f) – The use of Hardy-Weinberg principle to calculate allele frequencies Lesson 2: 6.1.2 (g) – The role of isolating mechanisms in the evolution of a new species Lesson 3: 6.1.2 (h) – The principles of artificial selection and its uses
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Surface area, alveoli, bronchi, bronchioles, diaphragm, intercostal muscle, trachea, ventilation, cartilage, ciliated epithelium, elastic fibres, goblet cells, smooth muscle, breathing rate, tidal volume, spirometer, vital capacity, buccal cavity, countercurrent flow, filament, lamellae, operculum, spiracle, tracheal fluid, independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Cytokinesis, interphase, mitosis, chromatids, haploid, homologous chromosomes, prophase, metaphase, anaphase, telophase, meiosis, differentiation, epithelial cell, erythrocyte, neutrophil, genome, guard cell, palisade cell	Identify, describe, explain, explore, compare, evaluate Clones, vegetative propagation, micropropagation, tissue culture, embryo twinning, enucleation, somatic cell nuclear transfer, biotechnology, fermenter, agar, aseptic technique, closed culture, immobilised enzyme	Identify, describe, explain, explore, compare, evaluate Genotype, phenotype, allele, heterozygous, homozygous, monogenic, dihybrid, codominance, autosomal linkage, epistasis, chi-squared, continuous variation, discontinuous variation, directional selection, founder effect, genetic bottleneck, stabilising selection, allopatric speciation, sympatric speciation
Common Misconceptions	Identified from PAG	Identified from assessment	Identified from assessment	Evolution happens quickly
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	PAG 10	Unit assessment w/b 13 TH Feb	Unit assessment w/b 13 TH Feb	In class 6 mark question
Career opportunities Employment Links	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: EMPLOYMENT: Evolutionary biologist, statistician
Employability Skills	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites			
Notes	PAG 10: Spirometry			
Week 23 (w/b 27 th Feb)	Lesson 1: PAG 10 Lesson 2: PAG 10 Lesson 3: PAG 10	Lesson 1: 3.1.3 (a) – The need for transport systems in multicellular plants Lesson 2: 3.1.3 (b) – The structure and function of the vascular system in roots, stems and leaves of herbaceous dicotyledonous plants Lesson 3: 3.1.3 (b) – The examination and drawing of stained sections of plant tissue to show the distribution of phloem and xylem	Lesson 1: 6.3.1 (a) – Ecosystems which range in size are dynamic and are influenced by both biotic and abiotic factors Lesson 2: 6.3.1 (b) – Biomass transfers through ecosystems Lesson 3: 6.3.1 (c) – Recycling within ecosystems – nitrogen cycle Lesson 4: 6.3.1 (c) – Recycling within ecosystems – carbon cycle	Lesson 1: 6.1.2 (h) – The ethical considerations surrounding the use of artificial selection Lesson 2: Unit review Lesson 3: Unit assessment
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Surface area, alveoli, bronchi, bronchioles, diaphragm, intercostal muscle, trachea, ventilation, cartilage, ciliated epithelium, elastic fibres, goblet cells, smooth muscle, breathing rate, tidal volume, spirometer, vital capacity, buccal cavity, counter-current flow, filament, lamellae, operculum, spiracle, tracheal fluid, independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Dicotyledonous plant, meristem, phloem, vascular tissue, xylem, companion cell, sieve tube, plasmodesmata, potometer, transpiration, adhesion, cohesion, hydrophyte, xerophyte, assimilate, sink, source, translocation	Identify, describe, explain, explore, compare, evaluate Abiotic, biotic, ecosystem, biomass transfer, trophic level, productivity, saprotroph, ammonification, nitrification, denitrification, decomposition, absorption, chemo autotrophic, climax community, deflected succession, pioneer species, quadrat, transect	Identify, describe, explain, explore, compare, evaluate Genotype, phenotype, allele, heterozygous, homozygous, monogenic, dihybrid, codominance, autosomal linkage, epistasis, chi-squared, continuous variation, discontinuous variation, directional selection, founder effect, genetic bottleneck, stabilising selection, allopatric speciation, sympatric speciation
Common Misconceptions	Identified from PAG	That the phloem and xylem is in the same position in all plants	Biomass is the same as mass	Identified from assessment
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions

Assessment this half-term	Unit test w/b 13 ^h Mar PAG 10	Unit test w/b 27 th Mar PAG 5/PAG 11	Unit tests w/b 13 th Mar and 27 th Mar	Unit test w/b 27 th Feb
Career opportunities Employment Links	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how to get optimal plant growth EMPLOYMENT: Horticulture, agriculture, forestry	LIFE SKILLS: Understanding how nutrients are cycled EMPLOYMENT: Environmental scientist, ecologist, environmental chemist, farming	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist
Employability Skills	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive
IT Skills	IT1 & IT2: research PAG using appropriate sites			
Notes	PAG 10: Spirometry			
Week 24 (w/b 6th Mar)	Lesson 1: 3.1.1 (f) – Mechanisms of ventilation and gas exchange in fish Lesson 2: 3.1.1 (f) – Mechanisms of ventilation and gas exchange in insects Lesson 3: 3.1.1 (g) – Examination of microscope slides to show the histology of exchange surfaces	Lesson 1: 3.1.3 (c) – The process of transpiration and the environmental factors that affect transpiration rate Lesson 2: PAG 5/PAG 11 Lesson 3: PAG 5/PAG 11	Lesson 1: 6.3.1 (d) – The process of primary succession in the development of an ecosystem Lesson 2: 6.3.1 (e) – How the distribution of organisms in an ecosystem can be measured Lesson 3: Student research presentations Lesson 4: Student research presentation	Lesson 1: Exemplars Lesson 2: 6.1.3 (a) – The principles of DNA sequencing and the development of new DNA sequencing techniques Lesson 3: 6.1.3 (b) – The gene sequencing has allowed for genome-wide comparisons between individuals and between species
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Surface area, alveoli, bronchi, bronchioles, diaphragm, intercostal muscle, trachea, ventilation, cartilage, ciliated epithelium, elastic fibres, goblet cells, smooth muscle, breathing rate, tidal volume, spirometer, vital capacity, buccal cavity, counter-current flow, filament, lamellae, operculum, spiracle, tracheal fluid, independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Dicotyledonous plant, meristem, phloem, vascular tissue, xylem, companion cell, sieve tube, plasmodesmata, potometer, transpiration, adhesion, cohesion, hydrophyte, xerophyte, assimilate, sink, source, translocation	Identify, describe, explain, explore, compare, evaluate Abiotic, biotic, ecosystem, biomass transfer, trophic level, productivity, saprotroph, ammonification, nitrification, denitrification, decomposition, absorption, chemo autotrophic, climax community, deflected succession, pioneer species, quadrat, transect	Identify, describe, explain, explore, compare, evaluate DNA sequencing, bioethics, nanotechnology, polymorphism, primer, oncogenes, polymerase chain reaction, electrophoresis, DNA ligase, electroporation, plasmid, recombinant DNA, restriction enzyme, vector, electrofusion, methylated, germ line gene therapy, somatic cell gene therapy
Common Misconceptions	Fish and insects have lungs	Identified from PAG	Succession always leads to bigger organisms	All organisms have the same DNA
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit test w/b 13 ^h Mar	Unit test w/b 27 th Mar PAG 5/PAG 11	Unit tests w/b 13 th Mar and 27 th Mar	6 mark in class question
Career opportunities Employment Links	LIFE SKILLS: Understanding how different organisms breathe EMPLOYMENT: Vet, fisheries manager, entomologist	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Presenting to an audience EMPLOYMENT: Project manager	LIFE SKILLS: Understanding how gene study can influence medicine EMPLOYMENT: Forensic scientist, doctor, geneticist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills		IT1 & IT2: research PAG using appropriate sites	IT1 & IT2: deliver presentation using appropriate sources	
Notes		PAG 5/PAG 11: Investigating rates of transpiration		
Week 25 (w/b 13th Mar)	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars	Lesson 1: PAG 5/PAG 11 Lesson 2: PAG 5/PAG 11 Lesson 3: PAG 5/PAG 11	Lesson 1: Student deliver presentations Lesson 2: Unit review Lesson 3: Unit assessment Lesson 4: Exemplars	Lesson 1: 6.1.3 (b) – How gene sequencing has allowed for the sequences of amino acids in polypeptides to be predicted Lesson 2: 6.1.3 (b) – How gene sequencing has allowed for the development of synthetic biology Lesson 3: 6.1.3 (c) – The principles of DNA profiling and its uses

Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Surface area, alveoli, bronchi, bronchioles, diaphragm, intercostal muscle, trachea, ventilation, cartilage, ciliated epithelium, elastic fibres, goblet cells, smooth muscle, breathing rate, tidal volume, spirometer, vital capacity, buccal cavity, counter-current flow, filament, lamellae, operculum, spiracle, tracheal fluid, independent variable, dependent variable, control variable, validity, reproducibility, reliability	Identify, describe, explain, explore, compare, evaluate Potometer, transpiration, adhesion, cohesion, independent variable, dependent variable, control variable, reliability, reproducibility, validity	Identify, describe, explain, explore, compare, evaluate Abiotic, biotic, ecosystem, biomass transfer, trophic level, productivity, saprotroph, ammonification, nitrification, denitrification, decomposition, absorption, chemo autotrophic, climax community, deflected succession, pioneer species, quadrat, transect	Identify, describe, explain, explore, compare, evaluate DNA sequencing, bioethics, nanotechnology, polymorphism, primer, oncogenes, polymerase chain reaction, electrophoresis, DNA ligase, electroporation, plasmid, recombinant DNA, restriction enzyme, vector, electrofusion, methylated, germ line gene therapy, somatic cell gene therapy
Common Misconceptions	Identified from assessment	Identified from PAG	Identified from assessment	Everyone has the same sequence of amino acids
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit test w/b 13 th Mar	Unit test w/b 27 th Mar PAG 5/PAG 11	Unit tests w/b 13 th Mar and 27 th Mar	6 mark in class question
Career opportunities Employment Links	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Research skills and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Presenting to an audience EMPLOYMENT: Project manager	LIFE SKILLS: Understanding how forensics uses DNA EMPLOYMENT: Forensic scientist, doctor, geneticist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills		IT1 & IT2: research PAG using appropriate sites	IT1 & IT2: deliver presentation using appropriate sources	
Notes		PAG 5/PAG 11: Investigating rates of transpiration		
Week 26 (w/b 20th Mar)	Work experience week	Work experience week	Lesson 1: 6.3.2 (a) – The factors that determine the size of a population Lesson 2: 6.3.2 (b) – Interactions between populations Lesson 3: 6.3.2 (c) – The reasons for and differences between, conservation and preservation Lesson 4: 6.3.2 (d) – How the management of an ecosystem can provide resources in a sustainable way	Lesson 1: 6.1.3 (d) – The principles of PCR and its application in DNA analysis Lesson 2: 6.1.3 (e) – The principles and uses of electrophoresis for separating nucleic acid fragments or proteins Lesson 3: 6.1.3 (f) – The principles of genetic engineering
Key Words Level 2 Level 3			Identify, describe, explain, explore, compare, evaluate Carrying capacity, limiting factor, interspecific competition, intraspecific competition, conservation, preservation	Identify, describe, explain, explore, compare, evaluate DNA sequencing, bioethics, nanotechnology, polymorphism, primer, oncogenes, polymerase chain reaction, electrophoresis, DNA ligase, electroporation, plasmid, recombinant DNA, restriction enzyme, vector, electrofusion, methylated, germ line gene therapy, somatic cell gene therapy
Common Misconceptions			Conservation and preservation are the same thing	GM foods
Homework			Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term			Unit test w/b 27 th Mar	6 mark in class question
Career opportunities Employment Links			LIFE SKILLS: Understanding how to conserve an ecosystem EMPLOYMENT: Ecologist, zoologist, environmental chemist	LIFE SKILLS: Understanding how forensics uses DNA EMPLOYMENT: Forensic scientist, doctor, geneticist
Employability Skills			Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive

Week 27 (w/b 27 th Mar)	Lesson 1: 3.1.2 (a) – The need for transport systems in multicellular organisms Lesson 2: 3.1.2 (b) – The different types of circulatory systems Lesson 3: 3.1.2 (c) – The structure and functions of arteries, arterioles, capillaries, venules and veins	Lesson 1: 3.1.3 (d) – The transport of water into the plant, through the plant and to the air surrounding leaves Lesson 2: 3.1.3 (e) – Adaptations of plants to the availability of water in their environment Lesson 3: Unit review	Lesson 1: 6.3.2 (e) – The management of environmental resources and the effects of human activities Lesson 2: Unit review Lesson 3: Unit assessment Lesson 4: Exemplars	Lesson 1: 6.1.3 (f) – The techniques used in genetic engineering Lesson 2: 6.1.3 (g) – The ethical issues relating to genetic manipulation of animals, plants and microorganisms Lesson 3: 6.1.3 (h) – The principles of, and potential for, gene therapy in medicine
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Double circulatory system, single circulatory system, transport, arteries, arteriole, capillaries, closed circulatory system, open circulatory system, veins, venules, ostia, peristalsis, blood, hydrostatic pressure, lymph, oncotic pressure, plasma, tissue fluid, AV valves, cardiac muscle, SL valve, myocardial, septum, systemic circulation, cardiac cycle, systole, diastole	Identify, describe, explain, explore, compare, evaluate Dicotyledonous plant, meristem, phloem, vascular tissue, xylem, companion cell, sieve tube, plasmodesmata, potometer, transpiration, adhesion, cohesion, hydrophyte, xerophyte, assimilate, sink, source, translocation	Identify, describe, explain, explore, compare, evaluate Carrying capacity, limiting factor, interspecific competition, intraspecific competition, conservation, preservation	Identify, describe, explain, explore, compare, evaluate DNA sequencing, bioethics, nanotechnology, polymorphism, primer, oncogenes, polymerase chain reaction, electrophoresis, DNA ligase, electroporation, plasmid, recombinant DNA, restriction enzyme, vector, electrofusion, methylated, germ line gene therapy, somatic cell gene therapy
Common Misconceptions	All circulatory systems are the same	Plants need lots of water	Identified from assessment	GM foods
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions. Xerophytic adaptations of plants essay	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	6 mark in class question	Unit test w/b 27 th Mar	Unit test w/b 27 th Mar	6 mark in class question
Career opportunities Employment Links	LIFE SKILLS: Understanding how the heart works EMPLOYMENT: Cardiovascular surgeon	LIFE SKILLS: Understanding how water volumes affects plants EMPLOYMENT: Horticulture, agriculture, farming	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how GM foods are made and used EMPLOYMENT: Forensic scientist, doctor, geneticist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Week 28 (w/b 17 th Apr)	Lesson 1: 3.1.2 (d) – The formation of tissue fluid from plasma Lesson 2: 3.1.2 (e) – The external and internal structures of the heart Lesson 3: 3.1.2 (f) – The cardiac cycle	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars	Lesson 1: PAG 12 Lesson 2: PAG 12 Lesson 3: PAG 12 Lesson 4: PAG 12	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Double circulatory system, single circulatory system, transport, arteries, arteriole, capillaries, closed circulatory system, open circulatory system, veins, venules, ostia, peristalsis, blood, hydrostatic pressure, lymph, oncotic pressure, plasma, tissue fluid, AV valves, cardiac muscle, SL valve, myocardial, septum, systemic circulation, cardiac cycle, systole, diastole	Identify, describe, explain, explore, compare, evaluate Dicotyledonous plant, meristem, phloem, vascular tissue, xylem, companion cell, sieve tube, plasmodesmata, potometer, transpiration, adhesion, cohesion, hydrophyte, xerophyte, assimilate, sink, source, translocation	Identify, describe, explain, explore, compare, evaluate Independent, dependent, control, variable, validity, reproducibility, repeatability, precise, accurate	Identify, describe, explain, explore, compare, evaluate DNA sequencing, bioethics, nanotechnology, polymorphism, primer, oncogenes, polymerase chain reaction, electrophoresis, DNA ligase, electroporation, plasmid, recombinant DNA, restriction enzyme, vector, electrofusion, methylated, germ line gene therapy, somatic cell gene therapy
Common Misconceptions	All hearts are the same	Identified from assessment	Identified through active questioning and students' individual plans	Identified in assessment
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 15 th May PAG 2	Unit assessment w/b 17 th Apr PAG 6	PAG 12	Unit assessment w/b 17 th Apr PAG 12
Career opportunities Employment Links	LIFE SKILLS: Understanding how the heart works EMPLOYMENT: Cardiovascular surgeon	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Independence and being able to critically evaluate one's own work EMPLOYMENT: Research scientist	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist
Employability Skills	Aiming high Creativity Leadership Communication Literacy Numeracy Independence Listening	Aiming high Creativity Leadership Communication Literacy Numeracy Independence Listening	Aiming high Creativity Leadership Communication Literacy Numeracy Independence Listening	Aiming high Creativity Leadership Communication Literacy Numeracy Independence Listening

	Presenting Problem solving	Teamwork Staying positive	Presenting Problem solving	Teamwork Staying positive	Presenting Problem solving	Teamwork Staying positive	Presenting Problem solving	Teamwork Staying positive
IT Skills					IT1 & IT2: Appropriate research for PAG			
Notes					PAG 12: Research skills – students devise investigation of their choice			
Week 29 (w/b 24 th Apr)	Lesson 1: 3.1.2 (g) – How heart action is initiated and coordinated Lesson 2: 3.1.2 (h) – The use and interpretation of ECG traces Lesson 3: PAG 2		Lesson 1: 5.2.1 (a) – The interrelationship between photosynthesis and respiration Lesson 2: 5.2.1 (b) – The structure of a chloroplast Lesson 3: 5.2.1 (c) – The importance of photosynthetic pigments		Lesson 1: PAG 12 Lesson 2: PAG 12 Lesson 3: PAG 12 Lesson 4: PAG 12		Lesson 1: PAG 12 Lesson 2: PAG 12 Lesson 3: PAG 12	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Double circulatory system, single circulatory system, transport, arteries, arteriole, capillaries, closed circulatory system, open circulatory system, veins, venules, ostia, peristalsis, blood, hydrostatic pressure, lymph, oncotic pressure, plasma, tissue fluid, AV valves, cardiac muscle, SL valve, myocardial, septum, systemic circulation, cardiac cycle, systole, diastole		Identify, describe, explain, explore, compare, evaluate Autotrophic nutrition, granum, photosynthetic pigment, photosystem, stroma, thylakoid, chlorophyll, photolysis, photophosphorylation, electron carrier, RuBisCo, light intensity, water stress, photosynthometer, potometer		Identify, describe, explain, explore, compare, evaluate Independent, dependent, control, variable, validity, reproducibility, repeatability, precise, accurate		Identify, describe, explain, explore, compare, evaluate Independent, dependent, control, variable, validity, reproducibility, repeatability, precise, accurate	
Common Misconceptions	That tachycardia means slow		That chlorophyll (green) is the only pigment		Identified through active questioning and students' individual plans		Identified through active questioning and students' individual plans	
Homework	Review book chapter and answer in book questions		Review book chapter and answer in book questions		Review book chapter and answer in book questions		Review book chapter and answer in book questions	
Assessment this half-term	Unit assessment w/b 15 th May PAG 2		PAG 6		PAG 12		PAG 12	
Career opportunities Employment Links	LIFE SKILLS: Understanding how the heart works and how to read an ECG EMPLOYMENT: Cardiac doctor/nurse, anaesthetist		LIFE SKILLS: Understanding how plants make glucose EMPLOYMENT: Horticulturist, farmer		LIFE SKILLS: Independence and being able to critically evaluate one's own work EMPLOYMENT: Research scientist		LIFE SKILLS: Independence and being able to critically evaluate one's own work EMPLOYMENT: Research scientist	
Employability Skills	Aiming high Creativity Leadership Communication Presenting Problem solving		Literacy Numeracy Independence Listening Teamwork Staying positive		Aiming high Creativity Leadership Communication Presenting Problem solving		Literacy Numeracy Independence Listening Teamwork Staying positive	
IT Skills	IT1 & IT2: Appropriate research for PAG				IT1 & IT2: Appropriate research for PAG		IT1 & IT2: Appropriate research for PAG	
Notes	PAG 2: Heart dissection				PAG 12: Research skills – students devise investigation of their choice		PAG 12: Research skills – students devise investigation of their choice	
Week 30 (w/b Tues 2 nd May)	Lesson 1: PAG 2 Lesson 2: PAG 2 Lesson 3: PAG 2		Lesson 1: PAG 6 Lesson 2: PAG 6 Lesson 3: PAG 6		Lesson 1: PAG catch ups Lesson 2: PAG catch ups Lesson 3: PAG catch ups Lesson 4: PAG catch ups		Lesson 1: 2.1.1 Cell structure review and walk through Lesson 2: 2.1.2 Biomolecules review and walk through Lesson 3: 2.1.3 Nucleotides and nucleic acids review and walk through	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Double circulatory system, single circulatory system, transport, arteries, arteriole, capillaries, closed circulatory system, open circulatory system, veins, venules, ostia, peristalsis, blood, hydrostatic pressure, lymph, oncotic pressure, plasma, tissue fluid, AV valves, cardiac muscle, SL valve, myocardial, septum, systemic circulation, cardiac cycle, systole, diastole		Identify, describe, explain, explore, compare, evaluate Autotrophic nutrition, granum, photosynthetic pigment, photosystem, stroma, thylakoid, chlorophyll, photolysis, photophosphorylation, electron carrier, RuBisCo, light intensity, water stress, photosynthometer, potometer		Identify, describe, explain, explore, compare, evaluate Independent, dependent, control, variable, validity, reproducibility, repeatability, precise, accurate		Identify, describe, explain, explore, compare, evaluate	
Common Misconceptions	Identified within PAG		Identified within PAG		Identified within PAG		Identified through active questioning	
Homework	Review book chapter and answer in book questions		Review book chapter and answer in book questions		Review book chapter and answer in book questions		Review book chapter and answer in book questions	

Assessment this half-term	Unit assessment w/b 15 th May PAG 2	PAG 6	PAG 1-12	6 mark in class questions
Career opportunities Employment Links	LIFE SKILLS: Understanding how the heart's structure is related to its function EMPLOYMENT: Cardiac doctor/nurse, anaesthetist, pathologist	LIFE SKILLS: Understanding how to separate pigments EMPLOYMENT: Biomedical scientist	LIFE SKILLS: Independence and being able to critically evaluate one's own work EMPLOYMENT: Research scientist	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Cellular biologist, geneticist, biomedical scientist
Employability Skills	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive	Aiming high Creativity Leadership Communication Presenting Problem solving Literacy Numeracy Independence Listening Teamwork Staying positive
IT Skills	IT1 & IT2: Appropriate research for PAG	IT1 & IT2: Appropriate research for PAG	IT1 & IT2: Appropriate research for PAG	
Notes	PAG 2: Heart dissection	PAG 6: Separating and identifying photosynthetic pigments using TLC	PAG 1-12: Students may have different PAGs that they need to catch up on	
Week 31 (w/b 8th May)	Lesson 1: 3.1.2 (i) – The role of haemoglobin in transporting oxygen and carbon dioxide Lesson 2: 3.1.2 (j) – The oxygen dissociation curves for foetal and adult human haemoglobin Lesson 3: Unit review	Lesson 1: PAG 6 Lesson 2: 5.2.1 (d) – The light dependent stage Lesson 3: 5.2.1 (d) – The light dependent stage	Lesson 1: 4.1.1 Communicable diseases, disease prevention and the immune system review and walk through Lesson 2: 4.1.1 Communicable diseases, disease prevention and the immune system review and walk through Lesson 3: 4.2.1 Biodiversity review and walk through Lesson 4: 4.2.2 Classification and evolution review and walk through	Lesson 1: 2.1.4 Enzymes review and walk through Lesson 2: 2.1.5 Biological membranes review and walk through Lesson 3: 2.1.6 Cell division, diversity and cellular organisation review and walk through
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate	Identify, describe, explain, explore, compare, evaluate Autotrophic nutrition, granum, photosynthetic pigment, photosystem, stroma, thylakoid, chlorophyll, photolysis, photophosphorylation, electron carrier, RuBisCo, light intensity, water stress, photosynthometer, potometer	Identify, describe, explain, explore, compare, evaluate	Identify, describe, explain, explore, compare, evaluate
Common Misconceptions	That adult and foetal haemoglobin is the same	Identified from PAG	Identified through active questioning	Identified through active questioning
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 15 th May PAG 2	PAG 6	6 mark in class questions	6 mark in class questions
Career opportunities Employment Links	LIFE SKILLS: Understanding how oxygen is loaded and unloaded EMPLOYMENT: Respiratory specialist	LIFE SKILLS: Understanding how plants photosynthesise EMPLOYMENT: Horticulture, agriculture, farming, forestry	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Virologist, public health advisor, ecologist	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Cellular biologist, geneticist, biomedical scientist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT Skills		IT1 & IT2: Appropriate research for PAG		
Notes		PAG 6: Separating and identifying photosynthetic pigments using TLC	PAG submission deadline 15th May	
Week 32 (w/b 15th May)	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars	Lesson 1: 5.2.1 (e) – The light independent stage Lesson 2: 5.2.1 (e) – The light independent stage Lesson 3: 5.2.1 (f) – The uses of triose phosphate	Lesson 1: 5.1.1 Communication and homeostasis review and walk through Lesson 2: 5.1.2 Excretion as an example of homeostatic control review and walk through Lesson 3: 5.1.3 Neuronal communication review and walk through Lesson 4: 5.1.4 Hormonal communication and homeostasis review and walk through	Lesson 1: 3.1.1 Exchange surfaces review and walk through Lesson 2: 3.1.2 Transport in animals review and walk through Lesson 3: 3.1.3 Transport in plants review and walk through

Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate	Identify, describe, explain, explore, compare, evaluate Autotrophic nutrition, granum, photosynthetic pigment, photosystem, stroma, thylakoid, chlorophyll, photolysis, photophosphorylation, electron carrier, RuBisCo, light intensity, water stress, photosynthometer, potometer	Identify, describe, explain, explore, compare, evaluate	Identify, describe, explain, explore, compare, evaluate
Common Misconceptions	Identified from assessment		Identified through active questioning	Identified through active questioning
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	Unit assessment w/b 15 th May PAG 2	6 mark in class questions	6 mark in class questions	6 mark in class questions
Career opportunities Employment Links	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how plants make glucose EMPLOYMENT: Horticulturist, farmer	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Neurosurgeon, physiotherapist, fertility doctor, dialysis nurse	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Cellular biologist, geneticist, biomedical scientist
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Week 33 (w/b 22nd May)	Lesson 1: 5.1.1 (a) – The need for communication systems in multicellular organisms Lesson 2: 5.1.1 (b) – The communication between cells by cell signalling Lesson 3: 5.1.1 (c) – The principles of homeostasis	Lesson 1: 5.2.1 (g) – Factors affecting photosynthesis Lesson 2: 5.2.1 (g) – Practical investigation into the factors affecting photosynthesis Lesson 3: 5.2.1 (g) – Practical investigation into the factors affecting photosynthesis	Lesson 1: 5.1.5 Plant and animal responses review and walk through Lesson 2: 5.1.5 Plant and animal responses review and walk through Lesson 3: 5.2.2 Respiration review and walk through Lesson 4: 5.2.2 Respiration review and walk through	Lesson 1: 5.2.1 Photosynthesis review and walk through Lesson 2: 5.2.1 Photosynthesis review and walk through Lesson 3: 5.2.1 Photosynthesis review and walk through
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Cell signalling, stimulus, response, effector, homeostasis, receptor, ectotherm, endotherm, hypothalamus	Identify, describe, explain, explore, compare, evaluate Autotrophic nutrition, granum, photosynthetic pigment, photosystem, stroma, thylakoid, chlorophyll, photolysis, photophosphorylation, electron carrier, RuBisCo, light intensity, water stress, photosynthometer, potometer	Identify, describe, explain, explore, compare, evaluate	Identify, describe, explain, explore, compare, evaluate
Common Misconceptions	That the body can cope with a wide range of internal temperature changes		Identified through active questioning	Identified through active questioning
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	6 mark in class question	6 mark in class question	6 mark in class questions	6 mark in class questions
Career opportunities Employment Links	LIFE SKILLS: Understanding how the body regulates itself EMPLOYMENT:	LIFE SKILLS: Resilience & organisation EMPLOYMENT: Ecologist	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Animal behaviourist, doctor	LIFE SKILLS: Organisation and resilience EMPLOYMENT: Horticulture, agriculture, farming
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Week 34 (w/b 5th Jun)	Lesson 1: 5.1.1 (d) – Physiological and behavioural responses to temperature in endotherms and ectotherms Lesson 2: 5.1.2 (a) – The term excretion and its importance in maintaining metabolism and homeostasis Lesson 3: 5.1.2 (b) – Structure and function of the mammalian liver (incl. histology)	Lesson 1: Unit review Lesson 2: Unit assessment Lesson 3: Exemplars	Lesson 1: Exam question practice prep Lesson 2: Exam question practice prep Lesson 3: Exam question practice prep Lesson 4: Exam question practice prep	

Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Excretion, metabolic waste, hepatic artery, hepatic portal vein, ornithine cycle, catalase, cytochrome, detoxification, urea, deamination, nephron, ultrafiltration, selective reabsorption, descending/ascending limb, Loop of Henle, osmoreceptor, glomerulus	Identify, describe, explain, explore, compare, evaluate Autotrophic nutrition, granum, photosynthetic pigment, photosystem, stroma, thylakoid, chlorophyll, photolysis, photophosphorylation, electron carrier, RuBisCo, light intensity, water stress, photosynthometer, potometer	Identify, describe, explain, explore, compare, evaluate Linked directly to paper section
Common Misconceptions	Excretion is just faeces and urine	Identified from assessment	Identified from active questioning
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	w/b 26 th Jun & 17 th Jul	w/b 5 th Jun & 3 rd Jul	Exam season
Career opportunities	LIFE SKILLS: Understanding how different species stay warm	LIFE SKILLS: Resilience & organisation	LIFE SKILLS: Resilience & organisation
Employment Links	EMPLOYMENT: Zoologist, herpetophile	EMPLOYMENT: Ecologist	EMPLOYMENT: www.rsb.org.uk/careers-and-cpd/careers
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Week 35 (w/b 12th Jun)	Lesson 1: 5.1.2 (c) – Structure, mechanisms of action and functions of mammalian kidney Lesson 2: 5.1.2 (d) – The control of water potential in the blood Lesson 3: 5.1.2 (d) – The control of water potential in the blood of action and functions of mammalian kidney	Lesson 1: 5.1.3 (a) – The roles of mammalian sensory receptors in converting different types of stimuli into nerve impulses – Pacian corpuscle Lesson 2: 5.1.3 (a) – The roles of mammalian sensory receptors in converting different types of stimuli into nerve impulses – Rods and cones Lesson 3: 5.1.3 (b) – The structure and function of sensory, relay and motor neurones	Lesson 1: Exam question practice prep Lesson 2: Exam question practice prep Lesson 3: Exam question practice prep Lesson 4: Exam question practice prep
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Excretion, metabolic waste, hepatic artery, hepatic portal vein, ornithine cycle, catalase, cytochrome, detoxification, urea, deamination, nephron, ultrafiltration, selective reabsorption, descending/ascending limb, Loop of Henle, osmoreceptor, glomerulus	Identify, describe, explain, explore, compare, evaluate Pacian corpuscle, receptor, transducer, depolarisation, neurone, myelinated, node of Ranvier, action potential, resting potential, generator potential, saltatory conduction, cholinergic synapse, neurotransmitter, summation	Identify, describe, explain, explore, compare, evaluate Linked directly to paper section
Common Misconceptions	All water is excreted	Reflex actions cannot be prevented	Identified from active questioning
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	w/b 26 th Jun & 17 th Jul	w/b 3 rd Jul	Exam season
Career opportunities	LIFE SKILLS: Understanding how water levels in the body are controlled	LIFE SKILLS: Understanding how reflex actions work	LIFE SKILLS: Resilience & organisation
Employment Links	EMPLOYMENT: Dialysis nurse	EMPLOYMENT: Physiotherapist	EMPLOYMENT: www.rsb.org.uk/careers-and-cpd/careers
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Week 36 (w/b 19th Jun)	Lesson 1: 5.1.2 (e) – The effects of kidney failure and its potential treatments Lesson 2: 5.1.2 (f) – How excretory products can be used in medical diagnosis	Lesson 1: 5.1.3 (b) – The structure and function of sensory, relay and motor neurones (myelinated 'v' non-myelinated axons and speed of transmission)	Lesson 1: Exam question practice prep Lesson 2: Exam question practice prep Lesson 3: Exam question practice prep Lesson 4: Exam question practice prep

	Lesson 3: Unit review	Lesson 2: 5.1.3 (c) – The generation and transmission of nerve impulses in mammals (resting potential) Lesson 3: 5.1.3 (c) – The generation and transmission of nerve impulses in mammals (action potential)	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Excretion, metabolic waste, hepatic artery, hepatic portal vein, ornithine cycle, catalase, cytochrome, detoxification, urea, deamination, nephron, ultrafiltration, selective reabsorption, descending/ascending limb, Loop of Henle, osmoreceptor, glomerulus	Identify, describe, explain, explore, compare, evaluate Pacinian corpuscle, receptor, transducer, depolarisation, neurone, myelinated, node of Ranvier, action potential, resting potential, generator potential, saltatory conduction, cholinergic synapse, neurotransmitter, summation	Identify, describe, explain, explore, compare, evaluate Linked directly to paper section
Common Misconceptions	You need 2 kidneys to survive	All stimuli generate a response	Identified from active questioning
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	w/b 26 th Jun & 17 th Jul	w/b 3 rd Jul	Exam season
Career opportunities Employment Links	LIFE SKILLS: Understanding how substances can be tested for in urine EMPLOYMENT: Pathologist	LIFE SKILLS: Understanding how reflex actions work EMPLOYMENT: Physiotherapist	LIFE SKILLS: Resilience & organisation EMPLOYMENT: www.rsb.org.uk/careers-and-cpd/careers
Employability Skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Week 37 (w/b 26th Jun)	Lesson 1: Unit assessment Lesson 2: Exemplars Lesson 3: 5.1.4 (a) – Endocrine communication by hormones	Lesson 1: 5.1.3 (d) – The structure and roles of synapses in neurotransmission Lesson 2: 5.1.3 (d) – The structure and roles of synapses in neurotransmission Lesson 3: Unit review	Lesson 1: Exam question practice prep Lesson 2: Exam question practice prep Lesson 3: Exam question practice prep Lesson 4: Exam question practice prep
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate	Identify, describe, explain, explore, compare, evaluate Pacinian corpuscle, receptor, transducer, depolarisation, neurone, myelinated, node of Ranvier, action potential, resting potential, generator potential, saltatory conduction, cholinergic synapse, neurotransmitter, summation	Identify, describe, explain, explore, compare, evaluate Linked directly to paper section
Common Misconceptions	Identified in assessment	All stimuli generate a response	Identified from active questioning
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	Review book chapter and answer in book questions
Assessment this half-term	w/b 26 th Jun & 17 th Jul	w/b 3 rd Jul	Exam season
Career opportunities Employment Links	LIFE SKILLS: Resilience & organisation EMPLOYMENT: Surgeon, vet, doctor, nurse	LIFE SKILLS: Understanding how reflex actions work EMPLOYMENT: Physiotherapist	LIFE SKILLS: Resilience & organisation EMPLOYMENT: www.rsb.org.uk/careers-and-cpd/careers
Employability Skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Week 38 (w/b 3rd July)	Lesson 1: 5.1.4 (b) – Structure and function of adrenal glands Lesson 2: 5.1.4 (c) – The histology of the pancreas Lesson 3: 5.1.4 (d) – How blood glucose concentration is regulated	Lesson 1: Unit assessment Lesson 2: Exemplars Lesson 3: 5.1.5 (a) – The types of plant responses	

Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Endocrine, hormone, adeny cyclase, adrenal cortex, adrenal medulla, adrenaline, mineralocorticoids, fasciculata, reticularis, beta cells glucagon, insulin, hyper/hypoglycaemia, glycogenolysis, gluconeogenesis, diabetes mellitus	Identify, describe, explain, explore, compare, evaluate Alkaloid, pheromone, tannin, phototropism, geotropism, chemotropism, thigmotropism, thigmonasty, apical dominance, auxin, gibberellin, cytokinin	
Common Misconceptions	People often confuse type I and type II diabetes	Identified in assessment	
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	
Assessment this half-term	w/b 17 th Jul	w/b 3 rd Jul	
Career opportunities Employment Links	LIFE SKILLS: Understanding how to regulate blood sugar EMPLOYMENT: Diabetes nurse, dietician	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	
Week 39 (w/b 10th July)	Lesson 1: 5.1.4 (d) – How blood glucose concentration is regulated Lesson 2: 5.1.4 (e) – The differences between type I and type II diabetes Lesson 3: Section review	Lesson 1: 5.1.5 (b) – The types of plant responses Lesson 2: 5.1.5 (c) – The experimental evidence for the role of auxins in the control of apical dominance Lesson 3: 5.1.5 (d) – The experimental evidence for the role of gibberellin in the control of stem elongation and seed germination	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Endocrine, hormone, adeny cyclase, adrenal cortex, adrenal medulla, adrenaline, mineralocorticoids, fasciculata, reticularis, beta cells glucagon, insulin, hyper/hypoglycaemia, glycogenolysis, gluconeogenesis, diabetes mellitus	Identify, describe, explain, explore, compare, evaluate Alkaloid, pheromone, tannin, phototropism, geotropism, chemotropism, thigmotropism, thigmonasty, apical dominance, auxin, gibberellin, cytokinin	
Common Misconceptions	People often confuse type I and type II diabetes	Plants don't move	
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions	
Assessment this half-term	w/b 17 th Jul	6 mark in class question	
Career opportunities Employment Links	LIFE SKILLS: Understanding how to regulate blood sugar EMPLOYMENT: Diabetes nurse, dietician	LIFE SKILLS: Understanding how plants respond to stimuli EMPLOYMENT: Horticulture	
Employability Skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	
Week 40 (w/b 17th July)	Lesson 1: Section assessment Lesson 2: Exemplars Lesson 3: X	Lesson 1: 5.1.5 (f) – The commercial use of plant hormones Lesson 2: X Lesson 3: X	
Key Words Level 2 Level 3	Identify, describe, explain, explore, compare, evaluate Endocrine, hormone, adeny cyclase, adrenal cortex, adrenal medulla, adrenaline, mineralocorticoids,	Identify, describe, explain, explore, compare, evaluate Alkaloid, pheromone, tannin, phototropism, geotropism, chemotropism, thigmotropism,	

	fasciculata, reticularis, beta cells glucagon, insulin, hyper/hypoglycaemia, glycogenolysis, gluconeogenesis, diabetes mellitus	thigmonasty, apical dominance, auxin, gibberellin, cytokinin																								
Common Misconceptions	Identified in assessment	Only humans have hormones																								
Homework	Review book chapter and answer in book questions	Review book chapter and answer in book questions																								
Assessment this half-term	w/b 17 th Jul	6 mark in class question																								
Career opportunities Employment Links	LIFE SKILLS: Resilience and organisation EMPLOYMENT: Research scientist	LIFE SKILLS: Understanding how plants respond to stimuli EMPLOYMENT: Horticulture																								
Employability Skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> </tr> <tr> <td>Creativity</td> <td>Numeracy</td> </tr> <tr> <td>Leadership</td> <td>Independence</td> </tr> <tr> <td>Listening</td> <td>Communication</td> </tr> <tr> <td>Presenting</td> <td>Teamwork</td> </tr> <tr> <td>Problem solving</td> <td>Staying positive</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Leadership	Independence	Listening	Communication	Presenting	Teamwork	Problem solving	Staying positive	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> </tr> <tr> <td>Creativity</td> <td>Numeracy</td> </tr> <tr> <td>Leadership</td> <td>Independence</td> </tr> <tr> <td>Listening</td> <td>Communication</td> </tr> <tr> <td>Presenting</td> <td>Teamwork</td> </tr> <tr> <td>Problem solving</td> <td>Staying positive</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Leadership	Independence	Listening	Communication	Presenting	Teamwork	Problem solving	Staying positive
Aiming high	Literacy																									
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