



Curriculum Map: Year 10 Subject: GCSE Biology (Separate Science) Exam Board: AQA

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
<b>Cell biology and infection and response recap and completion</b>	<ul style="list-style-type: none"><li>- Review knowledge of communicable diseases with a focus on bacteria and antibiotics</li><li>- Describe physical and chemical plant defence responses</li><li>- Explain how bacteria multiply and the conditions needed for growth.</li><li>- Understand the importance of aseptic techniques.</li><li>- Prepare an uncontaminated bacterial culture.</li><li>- Be familiar with a range of plant diseases – their symptoms and effects.</li><li>- Understand how they can be detected and identified.</li><li>- Link plant damage to ion deficiency.</li><li>- Describe physical and chemical plant defence responses</li><li>- Describe how monoclonal antibodies are produced.</li><li>- The uses of monoclonal antibodies</li><li>--Review of cell structure and microscopy required practical</li><li>- How substances are transported in and out of cells by diffusion (recap) osmosis and active transport.</li><li>-Osmosis required practical</li><li>- Specific examples of where these processes occur within organisms.</li></ul>	<ul style="list-style-type: none"><li>-Recall knowledge or pathogens and effectiveness of antibiotics (awareness they are not used for viral diseases)</li><li>-Work on skills to work aseptically with required practical 2 (Investigate the effect of antiseptics on bacterial growth)</li><li>-Calculate cross sectional area and express data in standard form</li><li>- Identify key hazards in a practical context</li><li>- Explain technological applications of science linked to plant diseases.</li><li>- Debate the ethical issues with monoclonal antibodies and evaluate the advantages and disadvantages of their use.</li><li>- Build on experimental skills with Compulsory Practical 1 (Use a light microscope to observe, draw and label plant and animal cells) - Build on microscopy skills from Yr 7 and Yr 9.</li><li>- Recognise, draw and interpret diagrams modelling diffusion, osmosis and active transport.</li><li>- Calculate SA:Vol</li><li>- Build on experimental skills with Compulsory Practical 2 (Investigate the effect of a range of concentrations of sugar solution on the mass of plant tissue)</li></ul>	<ul style="list-style-type: none"><li>- Analysis of practical results</li><li>- Calculations for area of clearance zones and converting into standard form</li><li>- PPQ</li><li>-Homework</li><li>-Tasks to identify plant diseases from symptoms</li><li>-Debate on monoclonal antibodies</li><li>-Required practical 1 ability to carry out practical safely and review questions</li><li>- starter tasks interleaving previous knowledge from last lesson/ year 9 content retrieval</li><li>- PPQ</li><li>-AfL throughout lessons</li><li>-Required practical 2 analysis questions</li><li>-Assessment 1</li><li>-Assessment 2</li><li>-Mocks</li><li>-Calculations of percentage change and graph analysis</li></ul>

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		<ul style="list-style-type: none"> <li>- Recognise and use expressions in decimal form.</li> <li>- Calculate percentage change</li> <li>- Plot, draw and interpret appropriate graphs on osmosis</li> </ul>	
<b>Bioenergetics</b>	<ul style="list-style-type: none"> <li>- Photosynthesis – chemical equation, knowledge of reactants and products.</li> <li>- Limiting factors of photosynthesis</li> <li>- Experimental evidence of photosynthesis</li> <li>- Apply knowledge to growing plants in greenhouses.</li> <li>- Use of glucose by plants</li> <li>- Respiration – chemical equation, knowledge of reactants and products.</li> <li>- Process and site of aerobic respiration</li> <li>- Uses of energy</li> <li>- Process of anaerobic respiration in animal cells, yeast and plant cells.</li> <li>- Compare aerobic and anaerobic respiration.</li> <li>- Effects of exercise on the body</li> <li>- What is meant by 'metabolism'</li> </ul>	<ul style="list-style-type: none"> <li>-Build on experimental skills with Compulsory Practical 5 (Effect of light intensity on the rate of photosynthesis)</li> <li>-Plan an experiment from a list of equipment</li> <li>-Measure and calculate rate using appropriate apparatus and technique.</li> <li>-Extract and interpret graphs</li> <li>-Continue to develop graph drawing skills. Understand and use inverse proportion.</li> <li>-Continue to develop ability to analyse and evaluate data.</li> <li>-Interpret data on heart rate, breathing rate and changes because of exercise and the rate of respiration.</li> </ul>	<ul style="list-style-type: none"> <li>-Homework</li> <li>-Accurate results collected from photosynthesis required practical</li> <li>-Quizzes</li> <li>-PPQ</li> <li>-Review of practical looking into the changes experienced from anaerobic respiration</li> <li>-Evaluation question (6 marks) to describe and explain changes observed by the body after exercise</li> <li>-AfL throughout lessons</li> <li>-Assessment 2</li> <li>-Mocks</li> </ul>
<b>Organisation topic to complete</b>	<ul style="list-style-type: none"> <li>-Recap what an enzyme is and the uses of enzymes in digestion</li> <li>-Required practical looking into the effect of pH on an enzyme controlled reaction</li> <li>-Food tests required practical</li> <li>-Summary and revision of Paper 1 material</li> </ul>	<ul style="list-style-type: none"> <li>- Use models to demonstrate enzyme activity and specificity</li> <li>- Develop practical skills for enzymes required practical (Investigate the effect of pH on the rate of reaction of amylase)</li> <li>- Practice experimental skills with Required Practical 3 (Use qualitative reagents to test for a range of carbohydrates, lipids and proteins)</li> </ul>	<ul style="list-style-type: none"> <li>-Data collection for required practical 4 for pH effect on enzymes</li> <li>- Demonstration of collecting accurate results from food test required practical and ability to interpret these correctly</li> <li>-Required practical review and evaluation questions</li> <li>- PPQ for Paper 1</li> <li>-Assessment 2</li> <li>-Mocks</li> </ul>

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<b>Homeostasis and Response</b>	<ul style="list-style-type: none"> <li>- Homeostasis</li> <li>- Structure, function and adaptations of the nervous system</li> <li>- Role of chemicals at the synapse</li> <li>- What is involved in a reflex action and its role</li> <li>- Identify specific areas of the brain and their functions</li> <li>- Be familiar with the benefits and risk of procedures on the brain</li> <li>- Relate the structures of the eye to their functions</li> <li>- Describe how the eye focuses</li> <li>- Be familiar with common defects of the eye</li> <li>- How body temperature is monitored and controlled</li> <li>- The role of the endocrine system and hormones</li> <li>- How blood glucose is controlled</li> <li>- Roles of insulin and glucagon</li> <li>- Causes, effects and treatments of type 1 and 2 diabetes</li> <li>- The importance of maintaining the water and nitrogen balance in the body</li> <li>- Structure and function of the kidneys</li> <li>- Role and effect of ADH on the kidneys</li> <li>- Treatments for kidney failure</li> <li>- The role of hormones in human reproduction</li> <li>- Know a variety of contraception methods – hormonal and non-hormonal</li> <li>- Describe the use of hormones in treating infertility and the process of IVF (HT)</li> <li>- Role of adrenaline and thyroxine - Describe the process of negative feedback</li> <li>- Role of plant hormones in controlling and co-ordinating response to light and gravity</li> <li>- Use of plant hormones.</li> </ul>	<ul style="list-style-type: none"> <li>-Build on experimental skills with Required Practical 6 (the effect of a factor on human reaction time)</li> <li>-Extract and interpret data from graphs and tables.</li> <li>-Translate information on reaction times to numerical and graphical form</li> <li>-Continue to develop understanding of practical terminology</li> <li>-Interpret graphs and data on the effects of insulin on blood glucose levels</li> <li>-Consider the social and ethical issues of living with diabetes and the link between type 2 and obesity</li> <li>-Build on comparison skills – blood content before after filtration</li> <li>Evaluate the treatments for kidney failure taking into account the social and ethical issues with particular focus on transplants</li> <li>-Build on skills of interpreting data from tables and graphs in relation to hormones and the menstrual cycle</li> <li>-Build on evaluation skills – pros and cons of contraception method</li> <li>-Evaluate fertility treatments and the ethical issues associated with these (HT)</li> <li>Improve understanding of how scientific technologies can be used to our advantage</li> <li>-Use of modelling to explain a process of negative feedback mechanisms</li> <li>-Build on and interpret results from Required Practical 8 (effect of light on newly germinated seedlings)</li> <li>- Understand theories and tests that provide evidence for plant hormones and their effects</li> </ul>	<ul style="list-style-type: none"> <li>-Homeworks</li> <li>-Starter tasks/tests covering prior knowledge</li> <li>- Practical questions around reflex actions and other areas</li> <li>-Gap fill for synapses applying the correct key terminology</li> <li>-PPQ on the Brain and Eye</li> <li>-Identification of structures during kidney dissection</li> <li>-Research and collaborative sharing activity to describe and evaluate types of contraceptives- link to Catholic teachings</li> <li>-Debate/discussion on fertility treatments</li> <li>- Evaluate graphs on blood glucose control to illustrate negative feedback understanding</li> <li>-AfL throughout lessons</li> <li>-Follow a method and measure the effect of environmental factors on the growth of germinated seedlings</li> </ul>
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