

Long Term Plan: Biology Year 11

“Science is simply the word we use to describe a method of organising our curiosity.”

The programme for years 7 – 11 has staff teaching a single class, with rotating topics/subjects. There is varied order of topics for classes to allow for the rotation of practical equipment. Students will complete a biology, chemistry and then physics topic followed by an assessment. This process will then repeat again.

Staff are to use the [Curriculum Road Map](#) in the Science Drive to ensure that they rotate at the appropriate times.

Topic	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers
One	Ecology (Long Topic)	Biotic and Abiotic factors Competition between organisms Food chains, webs and trophic levels Sampling techniques Human impact on biodiversity (Triple Only) Decay and nutrient cycles (Triple Only) Human food production	Practical sampling techniques Recording accurate data Representing and interpreting data in tabular and graphical form Extended Writing Reading for comprehension	Students often think of humans as organisms beyond or outside of food webs and the larger ecosystem, so it is important that they understand the role humans play The difference between Quadrat and Transect sampling	This unit builds from the study of interdependence in KS3. Students should already have a basic understanding of food chains and how energy flows and is lost along them In KS3 students also study the importance of plants to human food security. This unit also follows directly on from HT1, in which students looked at evolution and how organisms compete for survival	Ecology forms an entire unit of study at Biology A-Level, where students will study all of the concepts looked at here in greater depth.	Consider why and how energy is lost along a food chain Evaluate sampling techniques and suggest why a given technique may be used Suggest ways to improve food security
SMSC & British Values	Humans as a wider part of the ecosystem and our place and role in protecting the environment; including the consequences if we fail to do so.						

Cultural Capital	Study of different ecosystems, climates and habitats both in the UK And worldwide						
Career Link	Conservationist Farmer Food Scientist Careers with the environment agency or DEFRA (Department for Environment, Food & Rural Affairs)						
Two	Inheritance, variation, and evolution	Evolution by natural selection Evidence for evolution, including fossils and genetic evidence Classification How human understanding of genetics has changed over time, Cloning and genetic engineering	Calculation of simple probability Writing and interpreting tree charts Extended writing	Alleles as different genes rather than different versions of a gene Confusion between genotype and phenotype	This unit builds on the study of heredity and evolution that is completed in year 8	Study of genetics forms the basis of an entire unit of study in both A-Level biology and Applied human Biology	Advantages and disadvantages of sexual be asexual reproduction and why organisms capable of both would choose a strategy Why scientists did not initially accept ideas of evolution Comparison of Lamarck and Darwin
SMSC & British Values	Inherited disorders and issues around family planning Darwin as a British Scientist						
Cultural Capital	Charles Darwin and the voyage of the beagle Historical debate around evolution						
Career Link	Medical research Family planning adviser Genealogist Conservationist						
Three	Supporting Revision – from 24/April Consolidation of the KS4 programme of study Revision and preparation for GCSE exams Revisit to subject knowledge from across the course & use of PLC to ensure that students have a good grasp of all aspects of the specification						

	<p>Use of retrieval quizzes and activities to identify gaps in SK and misconceptions</p> <p>Support students in developing summary notes, flash cards etc to aid retrieval of key facts</p> <p>Ensure that students have the necessary skills for effective revision</p> <p>Focus on past exam questions and papers – command words and application of knowledge</p> <p>Practice the application of knowledge that draws upon the practical aspects of the course</p> <p>Timed completion of questions to support with pace through the exam paper</p> <p>SLOP style activities to ensure that all are prepared for the aspects of maths that will be present on the exam papers</p>
--	--