De La Salle School Science Curriculum Year 10

Year 10 Term 1	Year 10 Term 2	Year 10 Term 3
**Complete Energy topic Atomic structure Organisation Structure & Bonding	Electricity Infection & Response Quantitative Chemistry	Particle model of matter Bioenergetics, Atomic radiation Chemical changes & energy changes
Essential Knowledge, Skills and Understanding		
Students will build on previous knowledge and expand their understanding through further topics of Biology, Chemistry and Physics. They will access all the skills developed through previous years to access the further content of GCSE in able to achieve successful outcomes by the end of year 11. Continue incorporation of Maths in Science skills Literacy skills & new terminology using Freya model Graphing & analytical skills via formative assessment Lab techniques & practical equipment Investigative skills & write up using CHAMP Required Practical's from Biology, Chemistry & Physics Variables: Independent, Dependent & controls.	Students will build on previous knowledge and expand their understanding through further topics of Biology, Chemistry and Physics. They will access all the skills developed through previous years to access the further content of GCSE in able to achieve successful outcomes by the end of year 11. Continue Maths in Science skills Literacy skills – Freya model Graphing & analytical skills via formative assessment Lab techniques & practical equipment Investigative skills & write up using CHAMP Required Practical's from Biology, Chemistry & Physics Variables: Independent, Dependent & controls.	Students will build on previous knowledge and expand their understanding through further topics of Biology, Chemistry and Physics. They will access all the skills developed through previous years to access the further content of GCSE in able to achieve successful outcomes by the end of year 11. Continue Maths in Science skills Literacy skills – Freya model Graphing & analytical skills via formative assessment Lab techniques & practical equipment Investigative skills & write up using CHAMP Required Practical's from Biology, Chemistry & Physics Variables: Independent, Dependent & controls.
Assessment and Assessment Focus		
Quizzes / Prior understanding/memory recall Most lessons will begin with some form of memory recall based upon pupil's prior learning. This could	**Quizzes / Prior understanding/memory recall** Most lessons will begin with a starter of 5 a day (or quiz) which will assess prior knowledge to	**Quizzes / Prior understanding/memory recall** Most lessons will begin with a short task to access memory from previously taught material which can

be a bell time activity, 5 a day questions, or blast from the past mini quiz. They are designed to consolidate & re-test knowledge previously taught. **Mock Exams Paper 1 take place decided by SLT window**	consolidate learning. Although based upon recent lack of understanding, teachers will add in knowledge learnt in previous terms as well to keep pupil's long-term memory active.	be discussed further to consolidate long term learning. **End of Year assessment**
Regular testing both formative and summative will take place at discreet points and alongside SLT determined assessment windows. We will assess the knowledge and understanding from the three major units covered so far. The data from this will be used to determine suitability for pupil access to higher or foundation level. Use of mini-mocks and key knowledge questions alongside other exam-based practice will be used to prepare students for testing. DTT-Therapy questions/reteach/re--test based upon misconceptions will be addressed. Gaps in knowledge will be plugged before moving onto new material by identifying the Big 3 weakest areas and focusing on enhancing the knowledge of these.	Regular testing both formative and summative will take place at discreet points and alongside SLT determined assessment windows. We will assess the knowledge and understanding from the three major units covered so far. The data from this will be used to determine suitability for pupil access to higher or foundation level. Use of mini-mocks and key knowledge questions alongside other exam-based practice will be used to prepare students for testing. DTT-Therapy questions/reteach/re--test based upon misconceptions will be addressed. Gaps in knowledge will be plugged before moving onto new material by identifying the Big 3 weakest areas and focusing on enhancing the knowledge of these.	End of year summative test alongside regular mini-mocks will take place in term 3. DTT-Therapy lessons & exam based testing produced based upon findings & weaknesses. Independent learning – Whole school policy followed to set exam style questions, mind maps, flashcards using key knowledge organisers will be set as homework's, but more revision style & exam-based learning to prepare for mock exams.