

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Energy</b> (Physics) – energy stores, energy transfers, efficiency and conservation of energy.</p> <p><b>Organisation</b> (Biology) – organisation of cells into tissues and organs, the digestive system and enzymes.</p>	<p><b>Atomic Structure and the Periodic Table</b> (Chemistry) – structure of the atom, development of the periodic table and chemical elements.</p> <p><b>Electricity</b> (Physics) – electrical circuits, current, potential difference and resistance.</p>	<p><b>Structure and Bonding</b> (Chemistry) – ionic, covalent and metallic bonding and how bonding affects the properties of substances.</p> <p><b>Quantitative Chemistry</b> (Chemistry) – relative formula mass, moles and calculations involving chemical reactions.</p>	<p><b>Infection and Response</b> (Biology) – pathogens, the immune system, vaccination and antibiotics.</p> <p><b>Particles</b> (Physics) – the particle model of matter, changes of state and internal energy.</p>	<p><b>Chemical Changes</b> (Chemistry) – reactivity series, displacement reactions and extraction of metals.</p> <p><b>Bioenergetics</b> (Biology) – photosynthesis and respiration in living organisms.</p>	<p><b>Atomic Structure (Further)</b> (Chemistry) – isotopes and electronic structure.</p> <p><b>Energy Changes</b> (Chemistry) – exothermic and endothermic reactions and reaction profiles.</p> <p><b>Year 10 Mock Examinations</b> – assessments covering GCSE content studied throughout the year.</p>
Assessment		Key Concepts/ Skills		Reading	
<p>Students complete Knowledge Checks at the end of each topic to assess their understanding. Teachers provide feedback to help students reflect on their learning and make improvements. Assessment focuses on applying knowledge, using scientific vocabulary accurately, and explaining scientific ideas clearly.</p>		<p>Throughout the year students develop important scientific skills, including:</p> <ul style="list-style-type: none"> <li>Working scientifically and planning investigations</li> <li>Making observations and recording results</li> <li>Analysing data and drawing conclusions</li> <li>Interpreting graphs and scientific diagrams</li> <li>Using scientific vocabulary accurately</li> <li>Applying knowledge to explain real-world phenomena</li> </ul>		<p>Students develop their scientific literacy through reading scientific texts, case studies, and explanations of real-world scientific discoveries. Students practise interpreting diagrams, graphs, and written information to build confidence in reading scientific material. Students are taught the BUG strategy to help them approach exam questions effectively.</p>	
Enrichment		Careers		Useful resources and revision	
<p>Students have opportunities to take part in enrichment activities such as:</p> <ul style="list-style-type: none"> <li>Science Club</li> <li>British Science Week activities</li> <li>STEM challenges and competitions</li> <li>Practical investigations and demonstrations</li> </ul>		<p>Throughout the curriculum, students are introduced to careers that use science, including:</p> <ul style="list-style-type: none"> <li>Medicine and healthcare</li> <li>Engineering and technology</li> <li>Environmental science</li> <li>Research and laboratory science</li> </ul> <p>These links help students understand how science connects to real-world careers and future opportunities.</p>		<p>Students can support their learning using:</p> <ul style="list-style-type: none"> <li><b>Sparx Science</b> (weekly homework)</li> <li>Knowledge organisers and revision materials</li> <li>Teacher resources and recommended websites</li> <li>Educational science videos and reading materials</li> </ul>	