



## YEAR 11

**Environment, evolution and inheritance - Additional content**  
**The Human Body – Additional content**  
**REVISION AND COMMUNICATION**

Abiotic/biotic, photosynthesis, reproduction, evolution, GCSE Required practical 2 osmosis, digestive, circulatory, communicable, Development of drugs, AQA GCSE Trilogy examinations, Non-communicable, inherited

### 3.2.3 How life has developed on Earth

### 3.2.2 What determines where particular species live?

### 3.2.1 What are the feeding relationships between living organisms?

## YEAR 10

## YEAR 9

### 3.1.1 What is the body made of?

### 3.1.2 How the body works

### 3.1.3 How the body fights disease

### 3.1.4 How the body is coordinated

## YEAR 8

### Inheritance

### Evolution

### Photosynthesis

### Respiration

### Breathing

### Digestion

## YEAR 7

### Movement

### Interdependence

### Sexual reproduction

### Plant reproduction

### Variation

### Laboratory rules

## YEAR 7

### Cells

Topic tests and termly assessments are designed to assess knowledge and maximise progression.

Pupils should evaluate their results and identify further questions arising from them.

Pupils should develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

Pupils should understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review.

Schemes of learning are designed to ensure students progress based on their security of understanding and readiness for the next stage. STRETCH and CHALLENGE is at the heart of our curriculum

Pupils should decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data.