

Year 10 Science Learning Journey

Careers links

- Doctor, dietician, microbiologist, public health, environmental engineer
- Chemical engineer, pharmacist, analyst, product designer,
- Renewable energy, electrical engineer, heating and insulation technician, radiologist, nuclear engineer

- In year 11, GCSE paper 2 units:
- Homeostasis & response
 - Inheritance, variation & evolution
 - Ecology
 - Rates of reaction
 - Organic chemistry
 - Chemical analysis
 - Atmosphere
 - Forces
 - Waves
 - Electromagnetism

What Next?

By the end of Year 10

- Use scientific knowledge and conceptual models to provide detailed explanations for scientific phenomena in the specific disciplines of Biology, Chemistry and Physics.
- Carry out quantitative analysis including rearranging equations and converting units
- Apply observational and practical techniques to investigate hypothesis
- Evaluate claims based on scientific data through critical analysis of evidence and conclusions

Mock Exam 2

Biology – photosynthesis & respiration

Chemistry – energy changes

Physics - radioactivity

Summer Term

Chemistry – quantitative chemistry, chemical changes

Biology – transportation systems in plants and animals, infection and response

Physics – domestic electricity, particle model of matter

Mock Exam 1

Spring Term

Physics – electric circuits

Biology – food & digestion

Chemistry – structure & bonding

Assessment 1

Chemistry – atomic structure, periodic table

Autumn Term

Biology – cell structure, cell transport, cell division

Physics – energy stores and transfers, thermal energy, energy resources

At the beginning of Year 10

- Use scientific knowledge, understanding and experiences to provide detailed explanations for scientific phenomena in both familiar and unfamiliar contexts.
- Evaluate data, showing awareness of potential sources of random and systematic error.
- Rearrange equations to calculate unknown quantities.
- Demonstrate objectivity and concern for accuracy, precision, and repeatability in scientific investigations.

