9.1 - Navigator Curriculum – Science/ 6 Lessons weekly

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Year	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023 – 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
	Topic: Biology 1 B1 Cell structure and transport, B2 Cell division, B3 Organisation and digestive system.	Topic: Biology 1 B4 Organising animals and plants, B5 Communicable disease.	Topic: Biology 1 B6 Preventing and treating disease. B7 Non- communicable diseases,	Topic: Biology 1 B8 Photosynthesis – cont from Spring 1, B9 Respiration.	Topic: Chemistry 1 C1 Atomic structure, C2 Periodic table.	Topic: Chemistry 1 C3 Structure and bonding, C4 Chemical calculations.
	Suggested Key Questions: What is the function of eukaryotic/ prokaryotic subcellular structures? What the role of DNA and enzymes? How the digestive system works?	Suggested Key Questions: How plants and animal cells are organised? What are communicable diseases?	B8 Photosynthesis. Suggested Key Questions: How diseases can be prevented and treated? What are non- communicable diseases? What is photosynthesis?	Suggested Key Questions: What is the purpose of respiration and how and where does it occur?	Suggested Key Questions: What is the particle model? What is the atomic structure? What does the periodic table show and how was it developed?	Suggested Key Questions: What are the various types of bonds? How does the type of bonding in carbon substances affect their properties? How do chemical formula's represent different types of
	Key Skills and Knowledge: B1 Students will learn about microscopy and cells, and will be able to explain how the development of microscopy techniques, particularly electron microscopy, has enabled scientists to investigate the sub- cellular structures. Students will be able to differentiate between animal and plant cells, differentiate between	Key Skills and Knowledge: B4 Students will learn about the organisation of animals and plants. They should be able to recognise the components of blood, describe their functions, and summarise the process of blood clotting. They should recognise the three main types of blood vessel, link their structures with their functions, and	Key Skills and Knowledge: B6 Students will study the prevention of disease by vaccination. They should know how the immune system works and what is meant by an antigen. They should appreciate that the shapes of antigens and antibodies are complementary. They should understand what a vaccine contains and how it works, giving examples, and the	Key Skills and Knowledge: B9 Students will study respiration, and should be able to recall that this is one of the most important processes in living cells. They should be able to describe the process of respiration and write the word equation, and higher- tier students should also be able to write the balanced symbol equation.	Key Skills and Knowledge: C1 Students will develop their understanding of atoms as fundamental chemical building blocks. They will see how to interpret chemical formulae and extend their KS3 knowledge of the law of the conservation of mass, leading them to balance chemical equations. It is important that they understand that when	chemical reactions? <u>Key Skills and</u> <u>Knowledge:</u> C3 Students have developed their understanding of the states of matter from KS3. They have built upon their understanding of the particle model, using this to explain the energy transfers involved when substances change state. Students have also learnt about the different types of bonding in substances. They should know that

eukaryotic and	understand the	concept of herd	Students will look at	balancing an equation,	covalent bonding is the
prokaryotic cells, and	importance of a double	immunity. They should	mitochondria as the site	the formula of the	sharing of one or more
identify adaptations of	circulatory system.	understand that	of respiration, linking	substance must not	pairs of electrons
specialised animal and		memory cells remain in	this with B1.2 Animal	change.	between non-metal
plant cells. They will	In studying the heart,	the body to provide	and plant cells and cell	Students will also	atoms; ionic bonding
also be able to use the	students should be able	long-term immunity.	specialisation in B1.4	develop their	involves a metal and non-
formula	to describe the main		and B1.5. Students	understanding of the	metal atom, with the
magnification = $\frac{\text{size of ima}}{\text{size of real o}}$	structures of the human	Students will study the	should be able to list	differences between	metal atom losing one or
size of real o	heart and their	treatment of disease by	examples of living	compounds and	more electrons and the
Other designs to see 111 become	functions. They should	drugs including	processes that need the	mixtures, and how	non-metal atom gaining
Students will learn	be aware of problems	painkillers and	energy released from	mixtures can be	one or more electron; and
about the transport of	that can develop in the	antibiotics. They should	respiration. They should	separated using	metallic bonding involves
material into and out of	blood vessels and their	understand that	link this with work in	techniques such as	a delocalised sea of
cells by diffusion,	treatments. They should	painkillers such as	B1.9 Active transport, in	filtration, crystallisation,	electrons surrounding the
osmosis, and active	know how the heartbeat	aspirin and paracetamol	particular the transport	distillation, and	positive metal ions.
transport. It's important	is maintained by the	treat the symptoms and	of mineral ions into the	chromatography.	
that students	pacemaker, and why	not the cause of	root hair cell.	Finally, students will	Students should have
understand that in diffusion material moves	some people may have	disease. They should		learn about the	also learnt how the
with a concentration	problems with their	be aware that antibiotics	Students will study the	development of the	bonding of a substance
	heart and may need an	are drugs used to cure	response of humans to	atomic model, providing	affects its bulk properties.
gradient (from an area of high concentration to	artificial pacemaker or	bacterial infections.	exercise, including	ample opportunity to	They should be able to
an area of low	artificial heart. Students	They should know how	changes in heart rate,	foster their Working	describe the difference in
concentration); in active	should be able to	they work and be aware	breathing rate, and	scientifically skills –	bonding and properties of
transport material	compare different	of the current crisis of	breakdown of glycogen,	specifically around the	giant ionic structures,
moves against a	treatments of heart	antibiotic-resistant	all to increase the rate	development and use of	simple covalent
concentration gradient	problems.	strains of bacteria,	of respiration in muscle	models within science.	molecules, and giant
(from an area of low		linking with work in	cells. They should link	Students will be able to	covalent structures
concentration to an area	Students will study	B14.8 Antibiotic	this with work on the	describe the evidence	(including different
of high concentration);	breathing and gas	resistant bacteria.	heart and blood vessels	that lead to each new	arrangements of carbon).
and that osmosis is the	exchange, and should	Students have studied	in B4 Organising	stage in the	Students should
movement of water	recognise the main	the discovery of drugs	animals and plants.	development of the	understand that covalent,
across a partially	structures of the gas	in plants and microbes,	la studuis a sus sus his	atomic model. Studying	metallic, and ionic
permeable membrane	exchange system along	including the discovery	In studying anaerobic	the development of the	bonding is strong, but that
to reduce a	with their functions.	of penicillin. They	respiration, students should be aware of this	atomic model will lead	it is how the particles
concentration gradient.	They should know that	should be aware of how		into the model currently	interact (intermolecular
When studying the	gas exchange happens	drugs are made today to be effective and safe,	process in mammalian	accepted for GCSE,	forces) that determines
processes for	in the alveoli and describe adaptations of	to be effective and safe, and be able to outline	muscles, and be able to write the word equation.	and students will be able to use this to write	properties such as melting point, boiling
transferring material,	alveoli. They should be	the processes of clinical	Students should be	and draw electronic	point, and electrical
students will also be	able to describe the	trials including double	aware that anaerobic	structures up to element	conductivity.
able to explain how	processes of ventilation	blind trials and using	respiration occurs in	20.	conductivity.
adaptations of	and gas exchange and	placebos.	yeast cells and some	20.	<u></u>
exchange surfaces and	the differences in		plant cells. They should	<u>C2</u>	C3
link these to the	composition of inhaled	B7	know that fermentation	C2	Students will build upon
processes of material	and exhaled air.	B7	is an economically	Students will learn	their understanding of the
transport.		Students will study non-	important reaction and	about the development	structure of atoms and
-	In studying plant tissues	communicable diseases	be able to write the	of the periodic table,	sub-atomic particles to
B2	and organs, students	and should understand	word equation, with	including the work of	understand relative
Students will learn	should be familiar with	what is meant by risk	higher-tier students	Dalton, Newlands, and Mendeleev. Within this,	atomic mass and relative
about the process of	the different plant	factors for a disease.	knowing the balanced		formula mass. Students
		They will analyse the	Knowing the balanced	students should have	should be able to use

cell division and after	tissues and their	impact of disease at	symbol equation for	built upon their	relative atomic masses to
finishing the chapter	functions. They should	several different levels.	fermentation. Higher-tier	understanding of the	calculate relative formula
should be able to	recognise plant organs	Students should	students should also be	development of	masses of compounds.
describe the three	such as a leaf. They	recognise correlations	able to link aerobic	scientific models from	
overall stages of the cell	should understand that	between data sets and	respiration in	C1 Atomic structure.	For higher-tier students,
cycle. Students will	the roots, stem, and	the need for evidence to	mammalian muscles to	Students should	this was then related to
develop have an	leaves form a plant	secure a causal	the oxygen debt.	understand how each	the mole and Avogadro's
understanding of	organ system for	mechanism. They		stage in the	constant, and the relevant
mitosis as a stage	transport of substances	should understand the		development of the	calculations introduced.
within the cell cycle, but	around the plant. They	difference between		periodic table was	Students should be able
do not need to know	should be able to state	correlated data and		facilitated by new	to use the equation
about the different	the functions of xylem	causal mechanisms,		evidence becoming	number of moles = mass
phases of the mitosis	and phloem tissue. In	and be able to read		available. They should	(g) / A _r and use moles to
stage. They should be	studying transpiration,	graphs and quote data		also be able to identify	balance symbol equations
able to state the genetic	they should understand	to support correlations		the importance of an	and calculate reacting
material in the nucleus	the function of stomata	and causations.		inherent pattern to the	masses.
is doubled before the	and recognise factors			elements and how this	
cell divides into two.	that affect transpiration	Students will study		guided Mendeleev's	Students will apply their
	rate.	cancer and the different		thinking.	understanding of relative
Along with cell division,		types of tumour, along			atomic mass, relative
students will study cell		with the general causes		Students should also	formula mass, and moles
differentiation, and	B5	and treatment of		develop their	to concentrations. All
students should be able	Students will see how	cancer. They should link		understanding of	students should be able
to make connections	the concept of health	this to mitosis and the		electronic structures	to carry out calculations
between cell	(as a state of physical	cell cycle in B2 Cell		from C1 Atomic	with concentrations in
differentiation and the	and mental well-being)	division.		structure, and apply this	g/dm ³ .
specialised cells and	is affected by			to the arrangement of	
adaptations they	communicable	Students should be		the periodic table and	
studied in Chapter B1	(infectious) diseases.	aware of the risks of		the chemical properties	
Cell structure and	They will look at the	diseases from smoking,		of Group 0, Group 1,	
transport.	different pathogens that	linked to work on the		and Group 7 elements.	
	can cause	heart and blood vessels		They should also be	
Students will also learn	communicable disease,	in B4 Organising		able to identify trends in	
that stem cells are	including bacteria,	animals and plants.		properties and	
undifferentiated cells	viruses, and protists,	They should recall the		reactivity, and higher-	
that have the potential	and how these can be	roles of nicotine, carbon		tier students should be	
to become a specialised	spread between	monoxide, and tar, and		able to explain these in	
cell within an organism.	organisms – both	understand how each		terms of the electronic	
Students should be able	animals and plants. As	specifically affects		structure of the	
to describe some	part of this, they will	health, as well as		elements.	
potential uses of stem	look at the development	recalling the dangers of			
cells, as well as the	of simple hygiene	smoking whilst			
disadvantages and	methods to prevent the	pregnant. They should			
objections to the use of	spread of pathogens as	have applied the			
stem cells, particularly	well as the isolation of	concept of a causal			
in relation to medical	individuals who are	mechanism to data on			
treatments.	infected, the destruction	smoking and developing			
D 2	of or control of vectors,	lung cancer. Students			
B3	and the use of	should understand the			
Students will learn	vaccination.	impact of smoking on			

about the principles of or granslation of defined fails and specialisation of cells, system in which search organ, and an organ system in which search toges and absorbed, be human digestive system in which search toges and absorbed, breaking down large insoluble molecules on the system is which search they should also absorbed insoluble molecules on the system is which search they should also absorbed insoluble molecules on the system is which search they should also complete the required practical to grow bacteria in the bacteria in the effect of distribution and expansion of the human body and plants. They should also complete the required practical to grow bacteria in the bacteria in the bacteria in the effect of distribution and expansion of the human body and plants. They should also complete the required practical to grow bacteria in the effect of distribution and expansion. They should be familiar with and plants with study the an adagan. They should a students will study the an admigen. They should a should be avare that photosynthesis is and what is ment by an admigen. They should and protein the and bigations of leaves to an admigen. They should and protein the and bigations of leaves to and what is ment by and protein the and bigations of leaves to and what is ment by and protein the and bigations of leaves to and what is ment by and protein the and bigations of leaves to and what is ment by and protein the and bigations of leaves to and what is ment by and protein the and bigations of leaves to and what is ment by and protein the and bigations of leaves to and what is ment by and protein the and bigations of leaves to and what is ment by and protein the whore and bigations of leaves to					
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 on their knowledge of different issue, and norgan, and expanse of antigense of arrange of instance, here symptems and any operation of the set of the se	organisation. Building	Students should be able	the effect of diet and		
differentiation and specialisation of cells they should be able to define a tissue, an organ, and an organ system. They will study the human digestive system as an organ system. In which several organs with together build digest and absorb foot, bissubation of the digest and absorb different discusses. students should assess such as type 2 different discusses, and the provide concert mechanisms of the human body and plants. B8 B8 Students will study photosynthesis in both discusses in B1 Cell discusses with cogether biocostine structure and transport. B8 Students should diffusion and exchange surfaces in B1 Cell digest expected the effect of displets and algaes. B8 Students should diffusion and exchange surfaces in B1 Cell digestive system - for instance, the stowachti organisation of the antibiotics. B8 Students will study processition of disease prevention of disease protosynthesis. They should how the shapes of antigens and protosynthesis, students antibides are complementary. They should in this work with B12 A <i>limital</i> and platicing is students and typic is that the should recognise carbohydrates, protein antibides are optimelia that. whoil with B12 A <i>limital</i> and platicing is numbers. Students will study the should in this work with B12 A <i>limital</i> digestive system is should be familiary with the oright stab protosynthesis and togas in plants. Students will study	on their knowledge of	describe the different	exercise on disease,		
 specialisation of cells, they should be able to define a fissue, and organ and an organ system. They will study the fundament descesses, and the gravetale as a strong of the man body and plant. system as an organ system work together to organise work together to the system as an organ system works adasborb food the bloodstream. They should also complete the required the equired time the bloodstream. They should also the symbol and the complete the required time the bloodstream and the fore of the disinfectants and antibiotics. B66 Students will study the symbol instance, the stomachia of the provention of disease by vaccination. They should be familien tissue, and the symbol antibilities, and antibioties. B166 Students will study the structure and transport. Students will study the antibioties. B166 Students will study the instance, the stomachia of the provention of disease by vaccination. They should instance, the stomachia of the stoward elements. They should into the body to provide the the should te complementary. They should into the body to provide the the should te complementary. They should be familier with the stoward element of disestand that memory calarias and a on the stomachia of the students. They should be familier structure and transport. Students will study the should te complementary. They should the context of the structure and transport. Students will study the should te continue system works dividing the structure and transport. Students will study the state structure and the structure and t		pathogens, the	students should		
they should be able to different nimal and organ, and an organ system in which several organs work together by the human bigestive system as norgan work together by the buman digestive system in which several digest and absorb food breaking down large insoluble molecules so they clause as norgan insoluble molecules so they clause as norgan antibiotics.Ba Ba Ba Ba Ba bacteria in the photosynthesis in both photosynthesis, and antibiotics.Ba Ba BC they should have a the offered the word equation for higher-tier students.Students will study the instance, the stomach is organisation of the digestive system -foid instance, the stomach is and hodies are complementary. They should ink this meant by a natigen. They should instance, the stomach is action fine traited photosynthesis. They should ink this meant by a vaccine contains and how it works, giving examples, and the concept of herd memory clause that muted that memory clause that minutify should increase are the digested, and be should recorgine cation final struct, and the molecules that need in the obdy to provide molecules that need in the obdy to provide molecules that need in the obdy to provide molecules that methat the obdy to provide molecules that metha			appreciate the		
define a tissue, and system. They will study the human digestive and absort food breaking down large insolube molecules so they can be absorbed into the biodstream. They should a find into the biodstream. They should a find into the biodstream. They should a tissue, and instance, the shound the graniest in structure and transport.different aimmal and practical to grow bacteria in the biodstream.B8 B Students will study the word equation for phants and algae. They should be familier with antibioties.Students should digitsfactants and partical tissue, and equation in the case of higher-tier students. They should be familier with digested, and the munue system works. and their structure and transport.B6 Students will study the should know how the immune system works. an antibicities are complementary. They should be familier with encorept of terd muscular tissue, and figids a larger molecules that required the students will study the should be complementary. They should be digested, and be should recorptise the ody to provide be digested, and be should to complementary. They should be digested, and be should to complementary. They should be familier with the exist will study the should be familier with the be digested, and be should recorptise to distant with a wordine contains and provenin).define the should the word equation in the case of higher-tier students. They should to complementary. They should the concept of find the results. Higher-tier the body to provide the should to familier with the nonewyres that tig					
organ, and an organ system. They will study the human dispestive system as an organ system in which several organs work together the required different defence mechanisms of the human body and plants. Complete the required borset her yourde insoluble molecules so they can be absorbed into the bloodstream. They should has be the effect of the statient work on diffusion and exchange surfaces in B1 Cell structure and transport. Students will study the affect of the statient work on diffusion and exchange surfaces in B1 Cell structure and transport. Students will study the antibiotics. Students will study the antibiotics are organisation of the digestive system - for earbord will work by protein). In studying chemical digested, studers should recognise carbordyrates, proteins, and lipids as large molecules than rede be digested, and be abie to name the be digested, and be abie to name the be digested, and be abie to name the booken down into. They should be familiar with the enter work on diffusion and exchange surfaces in B1 Cell structure and transport. They should her instance, the stomach is one organ, made up of the structure and transport. They should her antibiotics are complementary. They should link this work with esting the body to provide be digested, and be abie to name the booken down into. They should her small the should recognise carbordyrates, proteins, and lipids as large molecules than rede be digested, and be abie to name the booken down into. They should her small the the core, is first and should recognise carbordyrates, proteins, and lipids as large molecules than rede to be digested, and be abie to name the booken down into. They should understand that the concept of limiting long-term immunity. They should have carried out data intibutes are and be able to explain the results. Higher-line students should the concept of limiting long-term immunity. They should have carried out data intibutes are and should recognise carbordyrates, proteins should hera mark the the conts, Bits, they should ha	5				
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	and lipids, along with the sites of production of these enzymes in the digestive system. By the end of the chapter, students should be familiar with enzyme action and understand that enzymes are proteins with a specific shape including the active site. They should recall the lock and key model in which the substrate has a specific shape complementary to the active site, allowing it to bind to the active site where the reaction takes place, releasing products. They should be able to define enzymes as biological catalysts that are reused after each reaction. Students will study the effect of high temperature and extremes of pH on enzymes in changing the active site, which denatures the enzyme.	painkillers such as aspirin and paracetamol treat the symptoms and not the cause of disease. They should be aware that antibiotics are drugs used to cure bacterial infections. They should know how they work and be aware of the current crisis of antibiotic-resistant strains of bacteria, linking with work in B14.8 Antibiotic resistant bacteria. Students have studied the discovery of drugs in plants and microbes, including the discovery of penicillin. They should be aware of how drugs are made today to be effective and safe, and be able to outline the processes of clinical trials including double blind trials and using placebos.	become limiting as the factors interact. These students should be confident in analysing two or three factors displayed on a graph and deciding which factor is limiting. They should be confident describing the inverse square law as applied to light intensity. All students should be aware of the fate of glucose – its use in respiration, and also how it can be assimilated into starch and cellulose. They should link this with B1.2 Animal and plant cells, B1.7 Osmosis, and B9 Respiration. Students should also consider the need for nitrate ions as well as glucose to make proteins, and how glucose can be used to make lipids. They should link this with B3.3 The chemistry of food where they carried out food tests.			
Links to Gatsby Benchmarks:	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Students to consider what skills are needed to be a doctor/ nurse /	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Students to consider what skills are needed to be a doctor/ nurse /	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what qualifications	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students begin consider how technology may	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which
prepares students for adulthood.

medical professional lead onto looking at what skills are needed for different roles they are interested in and what qualifications. medical professional lead onto looking at what skills are needed for different roles they are interested in and what qualifications.	Students to consider what skills are needed to access the opportunities they are interested in. Research.	are needed to access the opportunities they are interested in. Research.	shape the job market.	Students to consider what skills are needed to access the opportunities they are interested in. Going into work places/remote visits. Research.
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