

(Science/Combined) Long-Term Plan

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Ensuring whole school intent priorities to be planned for

(Year 11 Combined science)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	P10 Forces/ B10 Nervous system/ B11 Hormonal coordination/ P12 Wave properties/ P13 Electromagnetic waves	C8 Rates/ C9 crude oil/ C12 Chemical analysis	B13 Reproduction/ B14 Variation and evolution/ B15 Genetics and evolution/ P15 Electromagnets	C13 Atmosphere/ C14 Earths resources	Revise & Exams	Exams
Unit length:	4F5H/3/6F8H/4/5	6F9H/4/3	7/5/6/3	5/6		
Key concepts:	Use the information on forces to calculate stopping distances/ structure and function of the nervous system and how it can bring about fast responses/ hormonal system which usually brings about much slower changes/ Waves carry energy from one place to another/ Modern technologies such as imaging and communication systems	Chemical reactions can occur at vastly different rates/ Carbon compounds - organic compounds are living, or once-living materials from plants and animals including fossil fuels/ reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate	The number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring/ Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant/ Variation generated by mutations and sexual reproduction is the basis for natural selection/a magnet moving in a coil can produce electric current and also that	The Earth's atmosphere is dynamic and forever changing/ Industries use the Earth's natural resources to manufacture useful products		

			when current flows around a magnet it can produce movement			
Knowledge/ Skills:	MS 1, 3c; MS 1a, c, 2f; MS 3b; MS 4a, b, c, d, f; MS 1d; WS 1.1, 1.3, 1.4, 1.5, 2.2, 3.3; AT 1, 2, 3, 4; MS 1d, 2c, 2d, 2f, 2h, 3c; WS 2.3, 2.4, 2.6, 2.7, 3.1, 3.5	MS 1a, 1c, 1d, 2a, 4a, 4b, 4c, 4d, 4e, 5c AT1, 3, 4, 5, 6 WS 1.2, 1.4, 2, 2.2, 3, 3.1, 4.1	WS 1.1, 1.2, 1.3, 1.4, 2.2 MS 1c, 2c, 2e, 3a, 3b, 3c, 4a	MS 1a, 1c, 1d, 2a, 2c, 2h, 4a, WS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.2, 3.5, 3.6, 4.1 AT 2, 3, 4		
End points covered:						
NC/Spec coverage:	6.5.3/ 4.5.2 / 4.5.3/ 6.6.1 / 6.6.2	5.6/ 5.7 / 5.8	4.6.1/ 4.6.2/ 4.6.3/ 6.7	5.9/ 5.10		
Cross-curricular links:	Information from highway code such as stopping distances		Link to Antibiotics and painkillers (yr10)	Global warming in Ecology (yr10)		
Assessments:	EoU tests PRs MOCKs GCSE exams	EoU tests PRs MOCKs GCSE exams	EoU tests PRs MOCKs GCSE exams	EoU tests PRs MOCKs GCSE exams	GCSE exams	GCSE exams
Other school intent priorities						
New experiences – broadening horizons	How the drive safely, and the impacts if not. How we react to things, and if they are fast or slow reactions.	How crude oil gets made into the useful everyday uses.	Understanding how we are similar and different through genetics and evolution	Understanding the impacts of our pollution on the atmosphere and the environment		
Developing character – Kind, Hard Working, Successful						

Context specific need – diversity, inclusion; reading, literacy; mental health						
Curriculum Careers - Gatsby 4	Driving instructor, doctor, radiographer	Chemist, Chemical technician, Geologist (oil)	Geneticist, Mechanic	Meteorologist		