

## Year 11

All numbers refer to specification points

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	4.7.3 Biodiversity and the effect of human interaction on ecosystems	How do humans impact the ecosystem?	4.7.3.1 Biodiversity 4.7.3.2 Waste management 4.7.3.3 Land use 4.7.3.4 Deforestation 4.7.3.5 Global warming 4.7.3.6 Maintaining biodiversity	<p><b>How understanding is assessed</b></p> <p><b>Students will be assessed on their ability to:</b></p> <ul style="list-style-type: none"> <li>● Recall the knowledge covered</li> <li>● Interpret graphical and experimental data,</li> <li>● Make connections between different areas of understanding,</li> <li>● Explain the Biological processes covered.</li> </ul> <p>Assessment will take the form of written questions in a test.</p> <p><b>Skills</b>            Graphical interpretation            Making connections            Explanations            Description            Scientific literacy and development of use of key terminology            Graph drawing            Data analysis.</p>
Autumn 2 and spring 1	4.6 Inheritance , variation	How and why do organisms differ, from	4.6.1.1 Sexual and asexual reproduction 4.6.1.2 Meiosis	<p>How understanding is assessed</p> <p>Students will be assessed on their ability to:</p>

	and evolution	each other and from their ancestors ?	<p>4.6.1.3 Advantages and disadvantages of sexual and asexual reproduction (biology only)</p> <p>4.6.1.4 DNA and the genome</p> <p>4.6.1.5 DNA structure (biology only)</p> <p>4.6.1.6 Genetic inheritance</p> <p>4.6.1.7 Inherited disorders</p> <p>4.6.1.8 Sex determination</p> <p>4.6.2.1 Variation</p> <p>4.6.2.2 Evolution</p> <p>4.6.2.3 Selective breeding</p> <p>4.6.2.4 Genetic engineering</p> <p>4.6.2.5 Cloning (biology only)</p> <p>4.6.3.1 Theory of evolution (biology only)</p> <p>4.6.3.2 Speciation (biology only)</p> <p>4.6.3.3 The understanding of genetics (biology only)</p> <p>4.6.3.4 Evidence for evolution</p> <p>4.6.3.5 Fossils</p> <p>4.6.3.6 Extinction</p> <p>4.6.3.7 Resistant bacteria</p> <p>4.6.4 Classification of living organisms</p>	<ul style="list-style-type: none"> <li>● Recall the knowledge covered</li> <li>● Interpret graphical and experimental data,</li> <li>● Make connections between different areas of understanding,</li> <li>● Explain the Biological processes covered.</li> </ul> <p>Assessment will take the form of written questions in a test.</p> <p>Skills</p> <p>Graphical interpretation</p> <p>Making connections</p> <p>Explanations</p> <p>Description</p> <p>Scientific literacy and development of use of key terminology</p> <p>Graph drawing</p> <p>Data analysis.</p>
Spring2 and	4.5 Homeostasi	How do humans	<p>4.5.1 Homeostasis</p> <p>4.5.2 The human nervous system</p>	How understanding is assessed

summer 1	s and response	respond to their internal and external environment ?	4.5.3 Hormonal coordination in humans 4.5.4 Plant hormones (biology only )	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>● Recall the knowledge covered</li> <li>● Interpret graphical and experimental data,</li> <li>● Make connections between different areas of understanding,</li> <li>● Explain the Biological processes covered.</li> </ul> <p>Assessment will take the form of written questions in a test.</p> <p>Students will also be assessed on their ability to effectively carry out the following :</p> <p><u>Required practical 7:</u> plan and carry out an investigation into the effect of a factor on human reaction time.</p> <p><u>Required practical 8 :</u> Investigate the effect of light or gravity on the growth of newly germinated seedlings. Record results as both length measurements and as carefully, labelled biological drawings to show the effects.</p> <p>Skills Graphical interpretation Making connections Explanations Description Scientific literacy and development of use of key terminology Graph drawing Data analysis.</p>