

**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  
 Allowing for whole academy intent priorities to be planned for

<b>Year 11 Trilogy</b>				
	<b>Autumn 1</b>	<b>Autumn 1</b>	<b>Autumn 1</b>	<b>Autumn 1</b>
<b>Unit title:</b>	B12 Reproduction	B13 Variation and evolution	B14 Genetics and evolution	C8 Rates
<b>Unit length:</b>	7 lessons	5 lessons	6 lessons	6 lessons
<b>Key concepts:</b>	Variation is caused by genetic differences The differences between sexual and asexual / mitosis and meiosis	Genetic diversity /biodiversity drives variation – natural selection and evolution Evolutionary processes have been discovered due to changing understanding over time How humans are able to use variation for their own ends	Understand the development of understanding Understand fossilisation and its role in understanding evolution Understand and can explain bacterial resistance	Reaction rate is affected by 4 variables Only temperature changes the energy of a particle
<b>Knowledge/ Skills:  Key Core Powerful</b>	Key The structure of DNA Alleles and their significance Genomes Meiosis in gamete production  Core The nucleus of animal and plant cells and the DNA structures of bacteria About mitosis and meiosis Reproduction as a process Inheritance and variation How scientific ideas develop  Powerful Genetics, DNA, Ecology	Key The structure of DNA Alleles and their significance Meiosis in gamete production How information is inherited and make predictions of what will be inherited Selective breeding Evolution as an example of the progress of scientific thought  Core The similarities and differences between mitosis and meiosis The process of reproduction as a process The definition and mechanisms of inheritance and variation  Powerful Biology – reproduction, ecology etc	Key and genetic engineering Evolution as an example of the progress of scientific thought  Core The nucleus of animal and plant cells and the DNA structures of bacteria About mitosis and meiosis Reproduction as a process Inheritance and variation How scientific ideas develop  Powerful Biology – reproduction, ecology etc	Key How to apply the particle model to the collision theory used in explaining the rate effects of changing the conditions of a reaction To explain how catalysts change the rate of reaction in terms of activation energy and reaction profiles  Core The properties of the different states of matter, in terms of the particle model (and gas pressure) What a catalyst does Simple methods for separating mixtures Some examples of combustion and thermal decomposition reactions The structure of some simple molecular substances  Powerful Rates of respiration and photosynthesis on biology Particle and collision theory and energy changes

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<b>End points covered:</b>	Understanding of how organisms interact with each other and with their environment Appreciation of the function of multicellular organisms	Understanding of how organisms interact with each other and with their environment	Understanding of how organisms interact with each other and with their environment	The understanding that different elements interact in predictable ways to form compounds. Appreciating that they do this in predictable ways, with predictable energy, “amounts” and rates of reaction
<b>NC/Spec coverage:</b>	6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.2.4	6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5	6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 6.4	6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.2.1, 6.2.2, 6.2.3, <b>6.2.4</b> , 6.2.5, 6.2.6, 6.2.7
<b>Cross-curricular links:</b>	PSHE/life skills Child development Psychology	Other areas of Biology as above Sports science and health and social care	Sports science, Health and social care	Some DT links
<b>Assessments:</b>	Formally Marked Work (FMW tasks) Exam	FMW tasks Exam	FMW tasks Exam	FMW tasks Exam
<i>Other academy intent priorities</i>				
<b>Curriculum Careers</b> - Gatsby 4	Fertility nurse/doctor, counsellor, midwife, zoologist, palaeontologist, ecologist, palaeobiologist	Geneticist, nurse, virologist, immunologist, doctor, fertility nurse, zoologist, ecologist, environmental biologist	Geneticist, nurse, virologist, immunologist, doctor, fertility nurse, palaeontologist, ecologist, zoologist	Chemist, research chemist, forensic scientist, pharmacist, metallurgist, materials scientist, vet, electricity generation engineer
<b>Culturally rich – broadening horizons</b>	Opportunities to: - Links to cultural ideas of contraception, gender etc	Opportunities to: - Discuss changing ideas over time and cooperation between scientists - Discussion of the reasons for differing amounts of melanin in different countries	Opportunities to: - Discuss changing ideas over time and cooperation between scientists - Discussion of animals and plant life associated with different parts of the world, including humans	Opportunities to: - Discuss changing ideas over time and cooperation between scientists

<b>Year 11</b>					
	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Autumn 2</b>
<b>Unit title:</b>	C9 Crude oil and fuels	C10 Chemical analysis	B15 Adaptation, interdependence and competition	P8 Forces	P11 Wave properties
<b>Unit length:</b>	4 lessons	3 lessons	8 lessons	6 lessons	3 lessons

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<p><b>Key concepts:</b></p>	<p>Ancient biomass, under anoxic conditions and the correct temperatures and pressures can become hydrocarbons Hydrocarbons are made of H and C only Crude oil is made of alkanes which can be fractionally distilled Cracking can produce higher value and use short chained alkanes from lower value long chains (and produce alkenes)</p>	<p>Different compounds can be identified using chemical tests The uses and reasons for using technology</p>	<p>All organisms rely on each other for a range of biotic and abiotic factors All organisms have evolved through natural selection, gaining adaptations which increase their chances of survival Species compete with each other (and between themselves) for resources</p>	<p>Understand the different types of forces as contact and non contact Understand the different types of quantities as vector and scalar Understand turning and resultant forces</p>	<p>Waves have definable properties There are 2 wave types, longitudinal and transverse, each having specific characteristics</p>
<p><b>Knowledge/ Skills:</b></p> <p><b>Key Core Powerful</b></p>	<p>Key Explain how catalysts change the rate of reaction in terms of activation energy and reaction profiles How fractional distillation is used to separate different fractions from the mixture of hydrocarbons in crude oil The products of complete and incomplete combustion of fuels from crude oil The use of thermal decomposition in cracking How to draw the different homologous series in displayed formulae The different types of bonding between monomers and how these affect the properties of a polymer</p> <p>Core What a catalyst does Simple methods for separating mixtures Some examples of combustion and thermal decomposition reactions The structure of some simple molecular substances That polymers are long molecules and are made of repeated units</p> <p>Powerful Links to particle theory chemistry and physics</p>	<p>Key There is are a range of chemical tests to identify unknown substances and how technology can be used</p> <p>Core The difference between pure substances and mixtures and how some can be identified The composition of the atmosphere That carbon dioxide is released by human activities and the impact of this upon climate How the earth's resources are finite and the importance of recycling</p> <p>Powerful Links to chemical reactions Links to EM and energy transfers on physics</p>	<p>Key How to estimate biodiversity and population size The links between adaptation, competition and survival in a range of environments That resources are finite and in short supply That resources cycle through environments That decomposition is an important factor in the survival of organisms</p> <p>Core Individual animals and plants needing different resources from the environment Darwin's theory "survival of the fittest" Plants need the reactants of photosynthesis and mineral ions Organisms are adapted to compete in their environments How organisms reproduce</p> <p>Powerful</p>	<p>Key The differences between vector and scalar quantities and how these can be represented How calculate resultant force and know how to resolve a force into its perpendicular components The different between speed and velocity and can explain acceleration An understanding of terminal velocity and why falling objects in gases and liquids/solutions reach it Understand conservation of momentum and when to use this rule An understanding of elasticity and how to measure the stiffness of a spring How to calculate weight from given masses and gravitational field strengths</p> <p>Core</p>	<p>Key How wave speed wavelength and frequency are related to each other How to measure sound wave speed in air and in a solid How the electromagnetic spectrum can carry information and images Refraction being the change in direction a wave takes as it goes from one transparent/translucent medium of one density to another, this change in direction being due to a change in speed)</p> <p>Core The top of a wave is the crest and the bottom is a trough Light waves are much faster than sound waves and can also travel through a vacuum The light spectrum is continuous and shifts across ROYGBIV There are different kinds of waves but they have</p>

	Links to ecology/ biomass in biology		Links to Photosynthesis and other Biology units Links to energy transfers (physics)	Forces are measured in Newtons with a Newtonmeter An object is in equilibrium when the forces acting on it are in balance The unit of speed is m's Drag and frictional forces resist the movement of moving objects Whenever objects interact they exert forces on each other That the weight of an object depends upon the gravitational force exerted upon its mass  Powerful Kinetic theory in chemistry	properties such as refraction in common  Powerful Chemistry – Chemical analysis Physics – energy transfers, waves
<b>End points covered:</b>	Understand that Carbon compounds give rise to homologous series which have specific properties and structures	The understanding that matter is organised into different categories based upon structure, how the different elements are arranged and that and these give rise to distinctive properties.	Understanding of how organisms interact with each other and with their environment	Understanding of how all interactions in the Universe are reliant on forces being exchanged between two or more bodies, and that these force interactions are inextricable from the corresponding energy and momentum conservation within systems	Understanding that energy can be transferred through media in the form of waves, with no net transfer of matter. Waves can interact with matter and with one another in a multitude of ways with predictable, if unintuitive, outcomes.
<b>NC/Spec coverage:</b>	7.1.1, 7.1.2, 7.1.3, 7.1.4	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.1.4	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.4	6.1.1 6.1.2, 6.2.1, 6.2.2, 5.6.1.2, 6.1.2, 6.1.4, 6.1.5
<b>Cross-curricular links:</b>	Links to sedimentology in geography	Physics	Geography Maths	Sports science Kinetic theory in chemistry Resistance / drag in biology DT	Photography

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<b>Assessments:</b>	FMW tasks Exam	FMW tasks Exam	FMW tasks Exam	FMW tasks Exam	FMW tasks Exam
<i>Other academy intent priorities</i>					
<b>Curriculum Careers - Gatsby 4</b>	Geochemist, motor engineer, petroleum scientist, mining engineers, geologists, botanists, palaeobotanists, palaeontology	Chemist, research chemist, forensic scientist, pharmacist, metallurgist, materials scientist, vet, electricity generation engineer, motor engineer, petroleum scientist, mining engineers, geologists, botanists, palaeobotanists, palaeontology	Ecologist, zoologist, palaeontologist, botanist, zookeeper, conservationism, planning officer	Engineer, mechanic, sports scientist, safety tester, materials scientist, sedimentologist, physical geographer, surveyor, architect	Engineer, mechanic, sports scientist, materials scientist, photographer, cinematographer, physical geographer, surveyor, architect, seismologist, forensic scientist, artist
<b>Culturally rich – broadening horizons</b>	Opportunities to: <ul style="list-style-type: none"> <li>- Discussion of natural resources in different countries and how they are exploited both within and without</li> <li>- Discuss changing ideas over time and cooperation between scientists</li> </ul>	Opportunities to: <ul style="list-style-type: none"> <li>- Discuss changing ideas over time and cooperation between scientists</li> <li>- Discuss how different tests might be needed when identifying resources from other countries/cultures</li> </ul>	Opportunities to: <ul style="list-style-type: none"> <li>- Discuss of natural resources in different countries linked to the adaptations of their flora and fauna</li> </ul>	Opportunities to: <ul style="list-style-type: none"> <li>- Discuss changing ideas over time and cooperation between scientists</li> <li>- Discussion linked to forces during cultural events, e.g. caber toss, husafell stone etc.</li> </ul>	Opportunities to: <ul style="list-style-type: none"> <li>- Discuss amplitude and wavelength in terms of Hawaiian surfing waves (stress tht “water” waves mustn’t be used as examples of a transverse wave).</li> </ul>

<b>Year 11</b>					
	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Spring 1</b>	
<b>Unit title:</b>	B16 Organising an ecosystem	B17 Biodiversity and ecosystems	P9 Motion	P10 Forces and motion	C11 The Earth’s atmosphere
<b>Unit length:</b>	3 lessons	6 lessons	4 lessons	5 lessons	1 lesson (so far)
<b>Key concepts:</b>	All living things are interdependent Nutrients cycle through the environment When (due to demand) a resource becomes non-renewable it means the rate of	Humans and their rising populations have an impact upon biodiversity The impact of humans taking the resources they need have long term implications which must be managed	Motion can be described either in terms of speed (scalar) or velocity (vector) Acceleration is speeding up (or slowing down)	Forces can result in movement, compression, tension etc.. Understand that momentum is affected by mass and velocity	The earth is constantly changing and evolving due to biotic and abiotic factors Greenhouse gases and their formulae

	cycling is lower than the rate of use			Have an understanding that mass and weight are different	
<b>Knowledge/ Skills:</b>	Key The links between adaptation, competition and survival in a range of environments That resources are finite and in short supply That resources cycle through environments	Key How to estimate biodiversity and population size The links between adaptation, competition, and survival in a range of environments That resources are finite and in short supply That resources cycle through environments That decomposition is an important factor in the survival of organisms The maintenance of food security	Key The differences between vector and scalar quantities and how these can be represented How calculate resultant force and know how to resolve a force into its perpendicular components The different between speed and velocity and can explain acceleration An understanding of terminal velocity and why falling objects in gases and liquids/solutions reach it Understand conservation of momentum and when to use this rule An understanding of elasticity and how to measure the stiffness of a spring How to calculate weight from given masses and gravitational field strengths	Key The differences between vector and scalar quantities and how these can be represented How calculate resultant force and know how to resolve a force into its perpendicular components The different between speed and velocity and can explain acceleration An understanding of terminal velocity and why falling objects in gases and liquids/solutions reach it Understand conservation of momentum and when to use this rule An understanding of elasticity and how to measure the stiffness of a spring How to calculate weight from given masses and gravitational field strengths	KEY Understand Photosynthesis and respiration and be able to write word and symbol equations Understand that human's combustion of fossil fuels has an environmental impact CORE The factors responsible for the changes in amounts of atmospheric gases
<b>Key Core Powerful</b>	Core Individual animals and plants needing different resources from the environment Darwin's theory "survival of the fittest" Plants need the reactants of photosynthesis and mineral ions Organisms are adapted to compete in their environments How organisms reproduce	Core Individual animals and plants needing different resources from the environment Darwin's theory "survival of the fittest" Plants need the reactants of photosynthesis and mineral ions Organisms are adapted to compete in their environments How organisms reproduce	Core Forces are measured in Newtons with a Newtonmeter An object is in equilibrium when the forces acting on it are in balance The unit of speed is m/s Drag and frictional forces resist the movement of moving objects Whenever objects interact they exert forces on each other Tension is the force on a stretched object, more force=greater extension	Core Forces are measured in Newtons with a Newtonmeter An object is in equilibrium when the forces acting on it are in balance The unit of speed is m/s Drag and frictional forces resist the movement of moving objects Whenever objects interact they exert forces on each other	Powerful Crude oil and fuels Combustion in Chemical changes Links to Photosynthesis, nutrient cycling and Ecology in Biology

			That the weight of an object depends upon the gravitational force exerted upon its mass.  Powerful Forces and Space in Physics Parts of adaptation, drag in biology Particle theory in chemistry	Tension is the force on a stretched object, more force=greater extension That the weight of an object depends upon the gravitational force exerted upon its mass  Powerful Kinetic theory in chemistry Resistance / drag, reaction times in biology	
<b>End points covered:</b>	Understanding of how organisms interact with each other and with their environment	Understanding of how organisms interact with each other and with their environment	Understanding of how all interactions in the Universe are reliant on forces being exchanged between two or more bodies, and that these force interactions are inextricable from the corresponding energy and momentum conservation within systems	Understanding of how all interactions in the Universe are reliant on forces being exchanged between two or more bodies, and that these force interactions are inextricable from the corresponding energy and momentum conservation within systems.	Appreciate that the evolution of the Earth's atmosphere has been and remains an ongoing due to a number of processes which provide resources we use today
<b>NC/Spec coverage:</b>	7.2.1, 7.2.2, 7.2.2, 7.2.3	7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.2.4 , 7.4.1, 7.4.2, 7.4.3, 7.5.1, 7.5.2, 7.5.3, 7.5.4	5.6.1.1, 5.6.1.2, 5.6.1.3, 5.6.1.4, 5.6.1.5	5.1.3, 5.6.2.1, 5.6.2.2, 5.6.3.1, 5.6.3.2, 5.6.3.3, 5.6.3.4, 5.7.1, 5.7.2, 5.7.3, 5.3	9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.2.1, 9.2.2, 9.2.3, 9.2.4
<b>Cross-curricular links:</b>	Maths Physical and human geography	Geography Maths	Sports science Resistance / drag in biology DT	DT Sports science	The impact of humans on the environment (Geography)
<b>Assessments:</b>	FMW tasks Exam	FMW tasks Exam	FMW tasks Exam	FMW tasks Exam	FMW tasks Exam
<b><i>Other academy intent priorities</i></b>					
<b>Curriculum Careers - Gatsby 4</b>	Ecologist, zoologist, palaeontologist, geologist, botanist, zookeeper, geophysicist, petroleum scientist, conservationist, planning officer	Ecologist, zoologist, palaeontologist, botanist, zookeeper, conservationism, planning officer, zoologist, palaeobiologist	Engineer, mechanic, sports scientist, safety tester, materials scientist, sedimentologist, physical geographer, surveyor, architect	Engineer, mechanic, sports scientist, safety tester, materials scientist, sedimentologist, physical geographer, surveyor, architect	Plant science, Ecologist Farmer, Geologist / Palaeontologist Petroleum geologist
<b>Culturally rich – broadening horizons</b>	Opportunities to: - Discussion of natural resources in different countries linked to	Opportunities to: - Discuss the indigenous flora and fauna of different countries as examples	Opportunities to: - Discuss changing ideas over time and	Opportunities to: - Discuss changing ideas over time and cooperation	Opportunities to: - Discuss changing ideas over time and cooperation

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	the adaptations of their flora and fauna for their individual niches		<ul style="list-style-type: none"> <li>cooperation between scientists</li> <li>- Discussion linked to forces during cultural events, e.g. caber toss, husafell stone etc.</li> </ul>	<ul style="list-style-type: none"> <li>between scientists</li> <li>- Discussion linked to forces during cultural events, e.g. caber toss, husafell stone etc.</li> </ul>	<ul style="list-style-type: none"> <li>between scientists</li> <li>- Discussion of the role of rain forests, peat bogs etc in maintaining the earth's atmosphere</li> </ul>
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Year 11				
	Spring 2	Spring 2	Spring 2	Spring 2
<b>Unit title:</b>	C11 cont'd	C12 The Earth's resources	P12 EM Waves	
<b>Unit length:</b>	4 remaining lessons	6 lessons	5 lessons	
<b>Key concepts:</b>	The earth is constantly changing and evolving due to biotic and abiotic factors Greenhouse gases and their formulae	The earth contains resources that are needed to sustain populations Many resources are finite How resources can be maximised	Light is part of a broader spectrum which is subdivided based on wavelengths The properties of EM depend on wavelength and give rise to their uses and hazards	
<b>Knowledge/ Skills: + practical time Key Core Powerful</b>	<p>KEY</p> <p>Understand Photosynthesis and respiration and be able to write word and symbol equations</p> <p>Understand that human's combustion of fossil fuels has an environmental impact</p> <p>CORE</p> <p>The factors responsible for the changes in amounts of atmospheric gases</p> <p>Powerful</p> <p>Crude oil and fuels</p> <p>Combustion in Chemical changes</p> <p>Links to Photosynthesis, nutrient cycling and Ecology in Biology</p>	<p>Key</p> <p>A wider range of chemical tests to identify unknown substances/ions and how technology can be used</p> <p>How the atmosphere developed to the composition that it has today</p> <p>How climate change is caused by increases in the levels of greenhouse gases and how this can be addressed</p> <p>How to analyse data on finite resources, including the use of orders of magnitude</p> <p>Carry out LCA's to determine the impact of making new materials</p> <p>Core</p>	<p>Key</p> <p>How wave speed wavelength and frequency are related to each other</p> <p>How to measure sound wave speed in air and in a solid</p> <p>How the electromagnetic spectrum can carry information and images</p> <p>Refraction being the change in direction a wave takes as it goes from one transparent/translucent medium of one density to another, this change in direction being due to a change in speed)</p> <p>Core</p> <p>The top of a wave is the crest and the bottom is a trough</p>	<p>Key</p> <p>Core</p> <p>Powerful</p>



		<p>About the difference between pure substances and mixtures and how some can be identified</p> <p>The composition of the atmosphere</p> <p>That carbon dioxide is released by human activities and the impact of this upon climate</p> <p>How the earths resources are finite and the importance of recycling</p> <p>Some of the properties of composite polymers and ceramics</p> <p>How carbon can be used to extract some metals</p> <p>Powerful</p> <p>Chemistry – natural resources, metal extraction, greenhouse effect/global warming etc</p> <p>Biology – resources (biotic and abiotic)</p>	<p>Light waves are much faster than sound waves and can also travel through a vacuum</p> <p>The light spectrum is continuous and shifts across ROYGBIV</p> <p>There are different kinds of wave but they have properties such as refraction in common</p> <p>Powerful</p> <p>Biology – the eye and receptors in the nervous system</p> <p>Chemistry – global warming</p>	
<b>End points covered:</b>	<p>Appreciate that the evolution of the Earth’s atmosphere has been and remains an ongoing due to a number of processes which provide resources we use today</p>	<p>Appreciate that the evolution of the Earth’s atmosphere has been and remains an ongoing due to a number of processes which provide resources we use today</p>	<p>Understanding that energy can be transferred through media in the form of waves, with no net transfer of matter. Waves can interact with matter and with one another in a multitude of ways with predictable, if unintuitive, outcomes.</p> <p>Understanding that the atoms that contribute to particle theory are themselves composed of even smaller particles. The compositions and arrangements of these smaller particles dictates the chemical properties of substances, and changing these can lead to drastic and unexpected energy changes.</p>	
<b>NC/Spec coverage:</b>	<p>9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.2.1, 9.2.2, 9.2.3, 9.2.4</p>	<p>8.2.1, 8.2.2, 8.2.3, 8.2.4, 10.1.1, 10.1.2, 10.1.4, 10.2.1</p>	<p>6.1.2, 6.2.1, 6.2.2, 6.2.3, 6.2.4</p>	
<b>Cross-curricular links:</b>	<p>The impact of humans on the environment (Geography)</p>	<p>Geography</p>	<p>Photography</p>	
<b>Assessments:</b>	<p>FMW tasks</p> <p>Exam</p>	<p>FMW tasks</p> <p>Exam</p>	<p>FMW tasks</p> <p>Exam</p>	

<i>Other academy intent priorities</i>				
<b>Curriculum Careers - Gatsby 4</b>	Plant science, Ecologist Farmer, Geologist / Palaeontologist Petroleum geologist	Chemist, research chemist, forensic scientist, pharmacist, metallurgist, materials scientist, vet, electricity generation engineer, motor engineer, petroleum scientist, mining engineers, geologists, botanists, palaeobotanists, palaeontology, environmentalist, recycler	Engineer, mechanic, sports scientist, materials scientist, photographer, cinematographer, physical geographer, surveyor, architect, seismologist, forensic scientist, artist.	
<b>Culturally rich – broadening horizons</b>	Opportunities to: <ul style="list-style-type: none"> <li>- Discuss changing ideas over time and cooperation between scientists</li> <li>- Discussion of the role of rain forests, peat bogs etc in maintaining the earth’s atmosphere</li> </ul>	Opportunities to: <ul style="list-style-type: none"> <li>- Discussion of the resources in different countries</li> <li>- Can be linked to issues of exploitation and or formation of areas of cultural heritage</li> </ul>	Opportunities to: <ul style="list-style-type: none"> <li>- Discuss changing ideas over time and cooperation between scientists</li> <li>- Discussion of the reasons for differing amounts of melanin in different countries</li> </ul>	

<b>Year 11</b>				
	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>	<b>Summer 1</b>
<b>Unit title:</b>				
<b>Unit length:</b>				
<b>Key concepts:</b>				
<b>Knowledge/ Skills:</b>	Key	Key	Key	Key
<b>Key Core Powerful</b>	Core  Powerful	Core  Powerful	Core  Powerful	Core  Powerful

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<b>End points covered:</b>				
<b>NC/Spec coverage:</b>				
<b>Cross-curricular links:</b>	=			
<b>Assessments:</b>				
<i>Other academy intent priorities</i>				
<b>Curriculum Careers - Gatsby 4</b>				
<b>Culturally rich – broadening horizons</b>				

<b>Year 11</b>				
	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>	<b>Summer 2</b>
<b>Unit title:</b>				
<b>Unit length:</b>				
<b>Key concepts:</b>				
<b>Knowledge/ Skills:</b>	Key Core Powerful		Key Core Powerful	

<p><b>Key Core Powerful</b></p>		
<p><b>End points covered:</b></p>		
<p><b>NC/Spec coverage:</b></p>		
<p><b>Cross-curricular links:</b></p>		
<p><b>Assessments:</b></p>		
<p><b><i>Other academy intent priorities</i></b></p>		
<p><b>Curriculum Careers - Gatsby 4</b></p>		<p>Petroleum geologist</p>
<p><b>Culturally rich – broadening horizons</b></p>		