Cranbrook School

# Biology Department KS Curriculum Overview

Mission Statement: To provide students with the opportunity to explore the science of life, in all its complexity and diversity. We aim to inspire students to be curious about the world around them and become organised and independent learners.

**INTENT KS3:** The Biology curriculum for Year 7s and 8 is closely aligned to the DfE Programme of Study for Biology at KS3. The intention is to cover the full KS3 content in Years 7 and 8, allowing the teaching of GCSE content to begin in Year 9. This ensures there is enough teaching time to offer separate science GCSEs. Key areas of development in Year 7 and 8 include developing practical skills, the importance of accurate scientific terminology and developing an understanding of scientific investigative skills.

| KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 7 | **Topic: Cells**<br><br>**Assessment:**<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>**Subject Content:**<br><br>The function of cell components. Comparison of plant and animal cells. Introduction to specialised cells and how multicellular organisms are organised. Pupils then study the skeleton, bones, joints and muscles.<br><br>**Learner Skills:**<br><br>Pupils will develop practical skills such as using a microscope. They will collaboratively improve lab skills working together to prepare a slide and carry out a first dissection. They will also evaluate models and investigate muscle strength. | | **Topic: Reproduction**<br><br>**Assessment:**<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>**Subject Content:**<br><br>Pupils learn about variation and human sexual reproduction which is not taught at any other KS. Pupils' knowledge will be pushed further when they study human reproduction in more detail compared to KS2. Pupils will also lean about the developing foetus and how it can be affected.<br><br>**Learner Skills:**<br><br>Pupils will develop their ability to present data by drawing a variety of graphs. They will also undertake independent research, and analyse and interpret data. | | **Topic: Plants and ecosystems**<br><br>**Assessment:**<br><br>Microsoft Form multiple choice test on key content and practical skills<br>End of Year 7 Test as part of Science Assessment.<br><br>**Subject Content:**<br><br>Pupils will build on their KS2 knowledge on food chains and food webs so that they understand the interactions of organisms in the environment. They will extend this further by studying bioaccumulation and the importance of insects and biodiversity. They will also study plant structure, reproduction and seed dispersal.<br><br>**Learner Skills:**<br><br>Pupils will use a variety of fieldwork apparatus including pooters and nets to collect data from a suitable habitat. They will plan and carry out a quantitative investigation into seed dispersal, collect, present, analyse and evaluate data. | |
| | **Rationale:**<br><br>A classic foundation topic that builds upon previous knowledge done at KS2, where they learn about the circulatory system, the heart and blood. Pupils now learn about the way multicellular organisms are organised and develop their understanding of the human body by learning about the musculoskeletal system Pupils begin to develop essential practical skills that will support their learning in science, including using water-baths and microscopes, as well as learning about how scientific theories develop and change over time when new evidence is presented. | | **Rationale:**<br><br>This topic is conveyed in the middle of the Year because it starts to incorporate several themes from the topics studied so far in Year 7. This ensures stretch and challenge to the lessons. This topic also links with nutrition taught in Food Science and enables pupils to gain confidence in understanding enzymes which is further explored in Year 9. | | **Rationale:**<br><br>This topic builds upon content studied in KS2 about living organisms and how they are classified. Pupils now discover how organisms interact in ecosystems, as well as the human impacts on biodiversity. Students have the opportunity to carry out fieldwork and consider the ethics related to studying living organisms. They also develop their investigative skills by designing their own quantitative investigation into seed dispersal. | |

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| KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 8 | Topic: Muscles and movement<br><br>Assessment:<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>Subject Content:<br><br>*Y8 pupils in this cohort are on a different pathway to the new Y7 cohort.*<br><br>Pupils begin with a recap of cell components and organisation. Pupils then study the skeleton, bones, joints and muscles as they have not yet covered this topic.<br><br>Learner Skills:<br><br>Pupils will carry out a dissection. They will also evaluate models and investigate muscle strength. | Topic: Getting energy<br><br>Assessment:<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>Subject Content:<br><br>Pupils will learn about the gas exchange system and how it is affected by exercise and lifestyle. They will then learn the difference between aerobic and anaerobic respiration in living organisms. Pupils will also develop a great understanding on how humans can take advantage of anaerobic respiration in the food industry (wine, bread etc)<br><br>Learner Skills:<br><br>Pupils will develop their investigative skills by carrying out practical activities related to respiration and fermentation. They will be encouraged to apply learned theory to explain conclusions. | Topic: Health and Disease<br><br>Assessment:<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>Subject Content:<br><br>Pupils learn about types of drugs and the effects they have on our body, including smoking and alcohol. Pupils then learn about pathogens and how they are spread, and how our body defends us against disease. Pupils then learn about the development of vaccines and antibiotics, and carry out research.<br><br>Learner Skills:<br><br>The class presentations on diseases provide an opportunity for pupils to showcase their team work and organisation skills. They will improve their research skills and provide a chance to develop their communication skills. They will also develop their extended writing skills. | Topic: Variation for survival<br><br>Assessment:<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>Subject Content:<br><br>Pupils learn the difference between continuous and discontinuous variation. They learn about natural selection and selective breeding, as well as mechanisms of inheritance. Pupils will explore the basics of the structure of DNA and how it was discovered.<br><br>Learner Skills:<br><br>Pupils will develop their ability to present data by drawing a variety of graphs. They will learn how to predict genetic outcomes using Punnett squares, including probability. They will make models and develop their evaluation skills | Topic: Recap of KS3 Topics<br><br>Assessment:<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>Subject Content:<br><br>Pupils will use this term to look over all of the topics studied at KS3. This will provide an opportunity for pupils to reflect on what they have learnt during KS3 and help prepare them for the end of Year exam paper.<br><br>Learner Skills:<br><br>Pupils will learn how to organise their folders. Pupils have the opportunity to identify their strengths and weaknesses and produce a tailored revision time table. Pupils will identify how they revise best and evaluate the different techniques for revising. | Topic: Animal and Plant Behaviour<br><br>Assessment:<br><br>Microsoft Form multiple choice test on key content and practical skills<br><br>Subject Content:<br><br>Pupils will be assigned small groups to explore and present their own project about animal or plant behaviour.<br><br>Learner Skills:<br><br>Pupils will develop their team work and communication skills. They will also have an opportunity to improve their research skills and start to evaluate the importance of sources.<br>This topic is in line with the school mission of developing pupils that are curious and resilient. |
| | Rationale:<br><br>Pupils recap the way multicellular organisms are organised and develop their understanding of the human body by learning about the musculoskeletal system. A classic | Rationale:<br><br>Pupils build upon their knowledge of the way their bodies function from KS2 by learning in greater depth about the gas exchange system and factors that can affect it. Respiration is a key | Rationale:<br><br>This topic builds on KS2 content related to the impact of drugs and lifestyle on our bodies. Pupils learn about the negative effects of drugs on individuals and society. Studying disease helps | Rationale:<br><br>Inheritance is studied now as pupils have previously looked at KS2 at life cycles and recognise that living things produce offspring of the same kind, but vary. This will build bridges to later topics | Rationale:<br><br>Pupils will learn organisation skills and help develop their revision techniques that will serve them well when they enter the GCSE biology course. | Rationale:<br><br>This topic on animal and plant behaviour does not come up at all at KS4. This is a great opportunity to explore a topic that students are not familiar with to develop curiosity and creativity. |

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| | foundation topic that builds upon previous knowledge done at KS2, where they learn about the circulatory system, the heart and blood.radiography and engineering. | concept in Biology and links well to how we take in oxygen. An introduction to respiration in Y8 will help pupils develop a secure foundation to meet this concept again in Y10. | extend what they have previously learnt in Year 7 about cells, when pupils apply their understanding to white blood cells. | at KS4 where pupils will learn in more detail about DNA & mutations, Darwin's work and speciation. | | |

**INTENT KS4:** The intention is to cover the AQA GCSE Biology specification over the three years. This allows enough teaching time to deliver an ambitious curriculum to the appropriate depth with opportunities to develop key skills such Biological literacy, numeracy, practical and investigative skills. Our students come with a wide variety of background experience from different feeder schools so we begin with the key concepts that underpin Biology. Currently, all students take the Separate Science GCSE pathway.

| KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 9 | Topic 1: Cells and cell division<br>Topic 2: Cell Transport and Exchange<br><br>Subject Content:<br><br>In Topic 1, pupils will learn about: microscopes, prokaryotic and eukaryotic cells, relative sizes, specialisation in cells, mitosis, binary fission and aseptic technique.<br>In Topic 2, pupils will learn about the cell transport including diffusion, osmosis and active transport. They learn about exchange surfaces in organisms and how they are adapted.<br><br>Learner Skills:<br><br>Improve maths skills by converting units, for example mm to µm. Pupils also learn about surface area to volume ratio and how to calculate magnification. They will calculate area of a circle in relation to zones of inhibition around antiseptic discs on bacterial lawn plates.<br>For literacy, pupils will focus on using the correct terminology. They will also consider ethical issues such as those related to stem cells.<br><br>Required Practicals:<br><br>Required Practical 1: Preparing slides and observing cells under the microscope.<br>Required Practical 2: Aseptic technique and investigating bacterial growth.<br>Required Practical 3: Investigating osmosis in potato cells. | | Topic 3: Digestion and Enzymes<br>Topic 4: Circulation and Health<br><br>Subject Content:<br><br>In Topic 3, pupils will learn about tissues, organs and body systems, food molecules, the digestive system and enzymes and factors affecting enzyme activity.<br>In Topic 4, pupils will explore the circulatory system, including the blood, blood vessels, the structure and function of the heart. Pupils will relate this to health and the risk factors for non-communicable diseases.<br><br>Learner Skills:<br><br>In literacy, pupils learn the importance of linking adaptations to functions. For example, blood, haemoglobin, oxygen and respiration.<br>Pupils will develop their dissection skills during a heart dissection and carry out investigations into enzyme activity.<br>Pupils will also learn about correlation and cause, and calculations related to blood flow.<br><br>Required Practicals:<br><br>Required Practical 4: Food tests for starch, sugars and protein.<br>Required Practical 5: Investigating the pH on the rate of reaction of amylase. | | Topic 5: Infection and Response<br><br>Subject Content:<br><br>In Topic 5, pupils will learn about different types of pathogens and the diseases that they cause. This includes both human and plant diseases. Pupils learn how diseases spread, how this spread can be prevented, how our immune system works, vaccination, antibiotics and monoclonal antibodies. Pupils will also explore how drugs are discovered and how scientists use drug trials to test them.<br><br>Learner Skills:<br><br>Pupils will develop their use of key biological language when describing the immune system, correctly using words such as antigen, antibody, antitoxin, antibiotic, lymphocyte and hybridoma.<br>Pupils will analyse graphs to describe and explain patterns related to antibody concentrations in blood.<br><br>Required Practicals:<br><br>None, however additional practicals including growing microbes and modelling double-blind trials support pupils understanding of this topic and develop practical skills further, including health and safety. | |

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| | Rationale:<br><br>Pupils have a good grasp on what cells look like, but will now see what they would look like under an electron microscope. At KS3 pupils have learnt the differences between plant and animal cells, but in this topic, they will explore prokaryotic and eukaryotic cells. Pupils will discover how cells differentiate and divide.<br>Pupils will also expand on their knowledge of how molecules are transported by diffusion by looking at the roles of osmosis and active transport. They will build on their knowledge of the structure of human lungs by looking at exchange surfaces in other organisms. | Rationale:<br><br>Pupils will expand upon their KS3 knowledge of digestion by learning how enzymes work. This will include more detailed knowledge on how the structure of enzymes is related to their function.<br>Pupils will also develop their understanding of the respiratory system by linking it to the circulatory system. This will support their understanding of respiration and the effect of exercise on the body in Year 10. | Rationale:<br><br>Pupils will learn in more depth about how the immune system works and how medicines help fight off invading pathogens. This topic builds on the knowledge of health and disease students acquired in Year 8 and will support learning of plant disease in Topic 6. |

| GCSE Subject AOS | AO1 | AO2 | AO3 | AO4 |
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INTENT KS4: In Year 10, pupils have more lessons compared to Year 9, hence more topics are covered each term. This helps to accelerate the progress through the GCSE biology syllabus so that pupils are prepared for a Mock Paper 1 exam at the end of the Year. This is an important opportunity to highlight pupil progress and address individual concerns.

| KS4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 10 | Topic 6: Photosynthesis and Plants<br>Topic 7: Respiration and Metabolism<br><br>Subject Content:<br><br>In Topic 6 students will build upon their KS3 knowledge of photosynthesis and leaf adaptations. Pupils will then explore how to plan an investigation to show how light intensity affect the rate of reaction. Pupils study plant transport (xylem and phloem) and plant disease and defence.<br>In Topic 9, pupils learn about the need for aerobic and anaerobic respiration, fermentation in the food industry and the effect of exercise on the body. Pupils also learn about metabolism and link this back to their Year 9 work on food molecules.<br><br>Learner Skills:<br><br>Pupils will describe and explain patterns in graphs and be stretched when they explore the mathematical concept of the inverse square law. | | Topic 8: The Human Nervous System<br>Topic 9: Hormonal communication<br><br>Subject Content:<br><br>Pupils will learn about the principles of homeostasis. They will then go onto explore how the nervous system works. Pupils go onto learn about reflexes and how to investigate a practical to measure reaction rate. Students study the eye, the brain and thermoregulation. In Topic 9, pupils learn about the endocrine system, paying particular attention to the control of blood glucose and blood water potential by the pancreas and kidney respectively. Pupils go on to explore hormonal control of the menstrual cycle, contraception, IVF, adrenaline, thyroxine and plant hormones.<br><br>Learner Skills:<br><br>Pupils will learn to use the correct terminology to explain how the reflex arc works. They will explore the errors and complications of measuring your reaction time using a ruler. Pupils will develop their understanding of the key command | | Topic 10: Adaptations and Interdependence<br>Topic 11: Human Impacts on the Environment<br><br>Revision for Mock Paper 1 Exam in May<br><br>Subject Content:<br><br>Pupils learn about ecosystems and the communities of plants and animals within them. They learn how organisms are adapted to their environment and the biotic and abiotic factors they compete for. Pupils also carry out fieldwork activities such as random sampling with quadrats and using transects. Pupils then study food webs, predator-prey cycles, the water and carbon cycle and the importance of decay.<br><br>Learner Skills:<br><br>Pupils will consider how topics link together in the carbon cycle, for example photosynthesis, respiration and decomposition. They will apply their understanding of enzymes and lipid structure for Year 9 to the activity of decomposers. | |

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| | Practically, students will reinforce their understanding of the concepts of what is an independent, dependent and control variable.<br><br>**Required Practicals:**<br><br>Required Practical 6: The effect of light intensity on the rate of photosynthesis. | word: evaluate, when they explore the various contraceptive methods to avoid pregnancy.<br><br>**Required Practicals:**<br><br>Required Practical 7: Measuring reaction times with a ruler.<br>Required Practical 8: Investigating the growth of seedlings | Literacy skills are developed in extended response 'evaluate' questions. Mathematically, pupils calculate area and means during fieldwork.<br><br>**Required Practicals:**<br><br>Required Practical 9: Measuring the population size and distribution of a plant in a habitat using a quadrat.<br>Required Practical 10: Investigating decay |
| | **Rationale:**<br><br>Pupils build upon their understanding of photosynthesis from Year 8 and extend this by considering limiting factors. They learn about plant disease and defence, building upon their knowledge of pathogens from Topic 5, which allows them to access this content. Having also studied the lungs and circulatory system, pupils can now use this knowledge to understand how respiration can occur in cells, and link the effects of exercise to these organ systems and processes. | **Rationale:**<br><br>Topic 8 is the first topic in Paper 2 and is generally new material. Topic 9 build upon the idea of control systems in the body with pupils learning about hormonal control and how this differs from nervous control.<br>Pupils build upon their understanding of human reproduction from Year 7 by looking at how sex hormones play a role in the menstrual cycle. Different types of contraception are linked in with PHSE lessons. | **Rationale:**<br><br>The summer term is the ideal time to learn about ecology as pupils can make the most of the natural environment when carrying out fieldwork techniques such as random sampling and transects. During this, they build upon the ecology they studied in Years 7 and 8.<br>The concepts of cycling and decay links together topics learnt earlier in the course and is best taught once these key concepts have been mastered. |

In 2023 – 2024, Year 11 will sit separate Science GCSEs. Pupils who struggle significantly with the challenge can opt for foundation tier in Biology as necessary, reducing the content to be learnt as well as avoiding the most demanding material. Trilogy (Combined) Science is a potential alternative pathway, should it be considered appropriate, in discussion with other Science departments.

Pupils will sit a Paper 1 Mock in November. All classes will sit a Paper 2 mock in March. After this, students will revise in class in order to refine exam skills. Decisions about higher tier or foundation tier will not be made until after the March mock. The 2023-2024 Year 11 cohort are in the final year of a previous curriculum with a different design; current Year 9 and Year 10 students will cover Topic 12 (DNA and Inheritance) and Topic 13 (Variation and Evolution) from 2024-2025.

| KS4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 11 | **Topic 17: Organising an ecosystem**<br>**Topic 18: Biodiversity and Ecosystems**<br><br>**Revision for Mock Paper 1 Exam in November**<br><br>**Subject Content:**<br><br>In Topic 17, pupils learn about how materials are recycled by exploring the water, carbon and decay cycle. Pupils will learn about the factors that will affect the rate of decay. In topic 18, pupils will learn about how the human population explosion has had a direct impact on ecosystems. This will include water, land and air pollution. Linking in concepts from other subjects, including global warming and deforestation. | | **Biology Only content for Paper 1**<br>**Biology Only content for paper 2**<br><br>**Revision for Mock Paper 2 Exam in February**<br><br>**Subject Content:**<br><br>Pupils will be given booklets that explore the 'Biology Only' content only. This will include plant diseases and defence; monoclonal antibodies, the structure and function of the brain and eye, how plant hormones work and how humans use them, DNA structure and protein synthesis, how the kidneys work in removing waste products, and kidney dialysis and transplants.<br><br>**Learner Skills:** | | **Revision and exam skills**<br><br>**Subject Content:**<br><br>None<br><br>**Learner Skills:**<br><br>Exam technique and revision skills.<br><br>**Required Practicals:**<br><br>Some required practicals may be completed again to help pupils recall the detail in practicals that they completed early in the course. | |

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| | **Learner Skills:**<br><br>Pupils develop their exam technique by looking at how to answer long structured questions (6 marks) that require pupils to use data or evaluate opinions. This will be assessed when pupils sit their mock examination in November.<br><br>**Required Practicals:**<br><br>Required Practical 10: Investigating decay | The focus is on exam technique by using as many opportunities as possible in showing how to structure answers and how to read the questions carefully to understand what is being asked.<br><br>**Required Practicals:**<br><br>Required Practical 2: Aseptic technique and investigating bacterial growth.<br>Required Practical 8: Investigating the growth of seedlings | |
| | **Rationale:**<br><br>The concepts of cycling and decay links together topics learnt earlier in the course and is best taught once these key concepts have been mastered. | **Rationale:**<br><br>In this term, pupils look at complete the course by covering the topics that were not covered in Year 9, 10 or 11 because they were 'Biology Only' content. | **Rationale:**<br><br>The SoW has been structured so that at least 4-5 weeks have been set aside at the end of the course to enable pupils to go through many different exam techniques that will develop their explanations and make them better prepared for their examinations. |

| A Level Subject AOS | AO1 Knowledge | AO2 Application | **AO3 Analysis** | **AO4 Evaluation** |
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At KS5 pupils study the OCR Biology A specification. The course content is in the order of the OCR A-level textbook that we use in class. This introduces Biology from cells, moves onto tissues, organs and finally onto ecosystems and habitats. This is a logical order that starts with foundational topics and then builds on the content so that by Year 13, pupils are applying their understanding to more challenging concepts. The topics in the textbook are matched with Class Topic booklets. Pupils are also given an Exam Practice Question booklet for each Topic to practise their exam, writing and literacy skills. The Year 13 course is considerably more conceptually challenging than the Year 12 course. There is also a significant jump in the level of demand in exam questions and the mathematical difficulty of numerical questions.

| KS5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 12 | **Module 1: Development or practical skills.**<br><br>To include Planning, Implementing an investigation, analysis of qualitative and quantitative data, analysing graphs and evaluation.<br><br>**Module 2: Foundations in Biology**<br><br>**Subject Content:**<br>cell structure, microscopes, biological molecules, nucleic acids, enzymes, biological molecules and cell division.<br><br>**Assessment:** | | **Module 1: Development or practical skills.**<br><br>To include Planning, Implementing an investigation, analysis of qualitative and quantitative data, analysing graphs and evaluation.<br><br>**Module 3: Exchange and Transport**<br><br>**Subject Content:**<br><br>exchange surfaces, transport in animals and plants.<br><br>**Assessment:** | | **Module 1: Development or practical skills.**<br><br>To include Planning, Implementing an investigation, analysis of qualitative and quantitative data, analysing graphs and evaluation.<br><br>**Module 4: Biodiversity, evolution and disease**<br><br>**Subject Content:**<br><br>Communicable diseases, biodiversity, classification and evolution. | |

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| | Knowledge and understanding is tested using past paper questions. | Knowledge and understanding is tested using past paper questions.<br><br>Pupils also sit a one-hour examination, assessing understanding of the course so far. | **Part of Module 5: Communication, homeostasis and energy**<br><br>**Subject Content:**<br><br>Communication and homeostasis, excretion.<br><br>**Assessment:**<br><br>Knowledge and understanding is tested using past paper questions.<br>Pupils sit their UCAS exam; a paper that assesses their understanding of the Year 12 content.<br><br>Pupils will also have their PAG books assessed to see if they are on track. This will highlight to pupils what skills they need to focus on and what practicals to catch up on. |

| KS5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 13 | **Module 1: Development or practical skills.**<br><br>To include Planning, Implementing an investigation, analysis of qualitative and quantitative data, analysing graphs and evaluation.<br><br>**Module 5: Communication, homeostasis and energy**<br><br>**Subject Content:**<br><br>Neuronal communication, blood glucose control, plant and animal responses, photosynthesis and respiration.<br><br>**Assessment:**<br><br>Knowledge and understanding is tested using past paper questions.<br>Pupils will also sit a one hour mock examination that will test them on the Year 13 content they have covered so far. | | **Module 1: Development or practical skills.**<br><br>To include Planning, Implementing an investigation, analysis of qualitative and quantitative data, analysing graphs and evaluation.<br><br>**Module 6: Genetics and ecosystems**<br><br>**Subject Content:**<br><br>Cellular control, patterns of inheritance, manipulating genomes, cloning and biotechnology, ecosystems and populations and sustainability.<br><br>**Assessment:**<br><br>Knowledge and understanding is tested using past paper questions.<br><br>Pupils will sit a mock A2 Biology Exam Papers: These will test pupils' understanding on both AS and A2 content. Pupils will also have their PAG books assessed to see if they have passed the Practical Element of the course. | | **A2 Exams**<br><br>Pupils will use the time before their examinations to address problem topics and improve their memory retention of specific facts.<br><br>They will practise past paper questions and refine their exam technique.<br><br>An additional focus will be on preparing for Paper 3 (Unified Biology) which requires pupils to make synoptic links between topics.<br><br>Time will also be used on going back over practicals to highlight the importance of the practical skills required for Module 1. | |

Last updated by LR SEP 2023