

KS4 and KS5 Biology Long term planning grid

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 12</b>	<p><b>MODULE 2: FOUNDATIONS IN BIOLOGY</b></p> <p><b>2.1.1 Cell structure</b> Approx 15 lessons. <b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• Microscopy</li> <li>• Cell Ultrastructure of eukaryotes and prokaryotes</li> <li>• Interpretation of photomicrographs from TEM and SEM</li> <li>• Organelles involved in protein synthesis</li> </ul> <p><b>Main outcomes:</b> To learn the basic ultrastructure of eukaryote and prokaryote cells; to learn to observe these and interpret through the use of microscopes; and to be able to describe the functions of the different cell components.</p> <p><b>Skills developed:</b> HSW Skills:</p>	<p><b>2.1.4 Enzymes</b> Approx 6 lessons. <b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• Role of enzymes in catalysing reactions</li> <li>• Mechanism of enzyme action</li> <li>• Factors that affect the rate of enzyme controlled reactions</li> <li>• Enzyme inhibition</li> </ul> <p><b>Main outcomes:</b> To learn how enzymes function and factors that affect enzyme action, and how metabolism relies upon these.</p> <p><b>Skills developed:</b> HSW Skills:</p> <ul style="list-style-type: none"> <li>• Use theories, models and ideas to develop scientific explanations</li> <li>• Use knowledge and understanding to pose scientific questions, define scientific problems, present</li> </ul>	<p><b>MODULE 3: EXCHANGE AND TRANSPORT</b></p> <p><b>3.1.1 Exchange Surfaces</b> Approx 15 lessons <b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• The need for specialised exchange surfaces.</li> <li>• Structure and function of mammalian gaseous exchange system</li> <li>• Mechanism of ventilation and gaseous exchange in mammals, fish and insects</li> </ul> <p><b>Main outcomes:</b> To explain how exchange surfaces have adapted as animals have become larger and more active, giving specific examples.</p> <p><b>Skills developed:</b> HSW Skills:</p>	<p><b>3.1.2 Transport in Animals</b> Approx 10 lessons <b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• The need for transport systems in multicellular animals</li> <li>• Structure and function of different types of circulatory systems and their components</li> <li>• Formation of tissue fluid</li> <li>• The heart and cardiac cycle</li> <li>• Roles of haemoglobin, foetal haemoglobin and myoglobin and their oxygen dissociation curves</li> </ul> <p><b>Main outcomes:</b> To explain the importance of</p>	<p><b>3.1.3 Transport in plants</b> Approx 7 lessons <b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• The need for transport systems in multicellular plants</li> <li>• Structure and function of the vascular systems in roots, stems and leaves</li> <li>• Transpiration and factors that affect it</li> <li>• Translocation</li> <li>• Adaptations of plants to the availability of water in the environment</li> </ul> <p><b>Main outcomes:</b> To explain the need for more complex transport systems in plants as they get larger; to explain how minerals, water and assimilates move around a plant.</p>	<p><b>REVISION OF MODULES 2, 3 AND 4 FOR REAR 12 PROGRESS EXAMS</b></p> <p><b>PAG 12 Research PAG</b> approx. 5 lessons</p> <p><b>PAG 3 Sampling techniques</b> approx. 2 lessons</p> <p><b>PAG 11.1 Effect of exercise on heart rate</b> approx. 1 lesson</p>

KS4 and KS5 Biology Long term planning grid

<ul style="list-style-type: none"> <li>• Use theories, models and ideas to develop scientific explanations</li> <li>• Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Know that scientific knowledge and understanding develops over time</li> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> </ul> <p>Maths skills: -Recognise and make use of appropriate units in calculations</p>	<p>scientific arguments and scientific ideas</p> <ul style="list-style-type: none"> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Evaluate methodology, evidence and data, and resolve conflicting evidence</li> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> </ul> <p>Maths skills: -Recognise and make use of appropriate units in calculations -Recognise and use expressions in decimal and standard form -Use ratios, fractions and percentages - Use an appropriate number of significant figures</p>	<ul style="list-style-type: none"> <li>• Use theories, models and ideas to develop scientific explanations</li> <li>•Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> <li>•Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> </ul>	<p>specialised circulatory systems needed as animals become larger, and how these systems and their components function.</p> <p><b>Skills developed:</b> HSW Skills:</p> <ul style="list-style-type: none"> <li>• Use theories, models and ideas to develop scientific explanations</li> <li>•Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> <li>•Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> </ul>	<p><b>Skills developed:</b> HSW Skills:</p> <ul style="list-style-type: none"> <li>• Use theories, models and ideas to develop scientific explanations</li> <li>•Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> <li>•Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Evaluate methodology, evidence and data, and</li> </ul>	
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KS4 and KS5 Biology Long term planning grid

<p>-Recognise and use expressions in decimal and standard form          - Use ratios, fractions and percentages          - Use an appropriate number of significant figures          - Make order of magnitude calculations          - Change the subject of an equation          - Substitute numerical values into algebraic equations using appropriate units for physical quantities          - Solve algebraic equations</p> <p><b>How will learning be assessed?</b>          Flip test          End of topic test          PAG 1</p> <p><b><u>2.1.2 Biological Molecules</u></b>          Approx 10 lessons.</p> <p><b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• Chemical elements that make up biological molecules</li> </ul>	<p>- Construct and interpret frequency tables and diagrams, bar charts and histograms          - Identify uncertainties in measurements and use simple techniques to determine uncertainty when data are combined          - Translate information between graphical, numerical and algebraic forms          - Plot two variables from experimental or other data          - Understand that <math>y = mx + c</math> represents a linear relationship          - Calculate rate of change from a graph showing a linear relationship          - Draw and use the slope of a tangent to a curve as a measure of rate of change</p> <p><b>How will learning be assessed?</b>          Flip test          End of topic test          PAG 4</p>	<p>Maths skills:          -Recognise and make use of appropriate units in calculations          -Recognise and use expressions in decimal and standard form          -Use ratios, fractions and percentages          - Estimate results          - Use an appropriate number of significant figures          - Construct and interpret frequency tables and diagrams, bar charts and histograms          - Understand and use the symbols: =, , 1 «, », 2, , \ +          - Calculate the circumferences, surface areas and volumes of regular shapes</p> <p><b>How will learning be assessed?</b>          Flip test          End of topic test          PAG 4          PAG 2 (opportunity)          PAG 1 (if not done in module 2)</p>	<ul style="list-style-type: none"> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Evaluate methodology, evidence and data, and resolve conflicting evidence</li> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> </ul> <p>Maths skills:          -Recognise and make use of appropriate units in calculations          -Use ratios, fractions and percentages          - Estimate results          - Use an appropriate number of significant figures          - Construct and interpret frequency tables and diagrams, bar charts and histograms          - Understand and use the symbols: =, , 1 «, », 2, , \ +          - Solve algebraic equations</p>	<p>resolve conflicting evidence</p> <ul style="list-style-type: none"> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> </ul> <p>Maths skills:          -Recognise and make use of appropriate units in calculations          - Recognise and use expressions in decimal and standard form          -Use ratios, fractions and percentages          - Estimate results          - Use an appropriate number of significant figures          - Find arithmetic means          - Construct and interpret frequency tables and diagrams, bar charts and histograms          - Understand the terms mean, median and mode          - Identify uncertainties in measurements and use simple techniques to determine uncertainty</p>	
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KS4 and KS5 Biology Long term planning grid

	<ul style="list-style-type: none"> <li>• Concepts of monomers and polymers</li> <li>• Properties of water</li> <li>• Structure and function of carbohydrates</li> <li>• Structure and function of lipids</li> <li>• Structure and function of proteins</li> <li>• How to carryout tests for the presence of these biological molecules</li> </ul> <p><b>Main outcomes:</b> To learn about the structure of 3 of the main macromolecules that are essential to life.</p> <p><b>Skills developed:</b> HSW Skills:</p> <ul style="list-style-type: none"> <li>• Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> </ul>	<p><b>2.1.5 Biological membranes</b> Approx 10 lessons.</p> <p><b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• Role of membranes within cells and at their surface</li> <li>• Factors that affect membrane structure and permeability</li> <li>• Movement of molecules across membranes</li> </ul> <p><b>Main outcomes:</b> To learn the importance of the structure of membranes in cell communication especially in sites for the action and administration of medicinal drugs.</p> <p><b>Skills developed:</b> HSW Skills:</p> <ul style="list-style-type: none"> <li>• Use theories, models and ideas to develop scientific explanations</li> <li>• Use knowledge and understanding to pose scientific questions, define scientific problems, present</li> </ul>	<p><b>MODULE 4: BIODIVERSITY, EVOLUTION AND DISEASE</b></p> <p><b>4.2.2 Classification and Evolution</b> Approx 15 lessons</p> <p><b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• Binomial system</li> <li>• Features of the 5 kingdoms</li> <li>• Evidence that has led to development of new classification (3 domains)</li> <li>• Relationship between phylogeny and classification</li> <li>• Evidence and theory of natural selection and how it can affect populations over time</li> <li>• Types of variation</li> <li>• Implications of evolution in</li> </ul>	<p>- Translate information between graphical, numerical and algebraic forms</p> <p>- Calculate the circumferences, surface areas and volumes of regular shapes</p> <p><b>How will learning be assessed?</b> Flip test End of topic test PAG 2 PAG 11 (optional to do now)</p> <p><b>4.2.1 Biodiversity</b> Approx 10 lessons</p> <p><b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• What is biodiversity</li> <li>• Sampling methods used to measure biodiversity</li> <li>• Species richness and evenness</li> <li>• Simpson’s index of diversity</li> <li>• Assessing genetic biodiversity</li> </ul>	<p>when data are combined</p> <ul style="list-style-type: none"> <li>- Understand and use the symbols: =, , 1 «, », 2, , \ +</li> <li>- Translate information between graphical, numerical and algebraic forms</li> <li>- Plot two variables from experimental or other data</li> <li>- Understand that <math>y = mx + c</math> represents a linear relationship</li> <li>- Calculate rate of change from a graph showing a linear relationship</li> <li>- Draw and use the slope of a tangent to a curve as a measure of rate of change</li> <li>- Calculate the circumferences, surface areas and volumes of regular shapes</li> </ul> <p><b>How will learning be assessed?</b> Flip test End of topic test</p>	
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KS4 and KS5 Biology Long term planning grid

	<ul style="list-style-type: none"> <li>• Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Know that scientific knowledge and understanding develops over time</li> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> </ul> <p>Maths skills: -Recognise and make use of appropriate units in calculations</p>	<p>scientific arguments and scientific ideas</p> <ul style="list-style-type: none"> <li>• Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Evaluate methodology, evidence and data, and resolve conflicting evidence</li> </ul> <p>Maths skills: -Recognise and make use of appropriate units in calculations -Recognise and use expressions in decimal and standard form</p>	<p>some species for the human population.</p> <p><b>Main outcomes:</b> To describe the classification of living organisms and how this system has changed and will continue to change as our biological knowledge develops.</p> <p><b>Skills developed:</b> HSW Skills: • Use theories, models and ideas to develop scientific explanations • Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas • Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts • Analyse and interpret data to provide evidence, recognising</p>	<ul style="list-style-type: none"> <li>• Factors affecting biodiversity</li> <li>• Maintaining biodiversity</li> </ul> <p><b>Main outcomes:</b> To be able to define biodiversity and understand how it is an important indicator in the study of habitats; describe local, national global methods for maintaining biodiversity.</p> <p><b>Skills developed:</b> HSW Skills: • Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts • Analyse and interpret data to provide evidence, recognising correlations and causal relationships • Evaluate methodology, evidence and data, and resolve conflicting evidence • Know that scientific knowledge and</p>	<p><b>4.1.1 Communicable diseases, disease prevention and the immune system</b> Approx 10 lessons <b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• Types of pathogens that can cause communicable diseases</li> <li>• Means of transmission of such pathogens</li> <li>• Plant defences against pathogens</li> <li>• Primary non-specific defences in animals (role of phagocytes)</li> <li>• Specific immune responses (primary and secondary immune responses) and the roles of lymphocytes in these</li> <li>• Types of immunity and</li> </ul>	
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KS4 and KS5 Biology Long term planning grid

<p>-Recognise and use expressions in decimal and standard form          - Use an appropriate number of significant figures          - Construct and interpret frequency tables and diagrams, bar charts and histograms          - Change the subject of an equation          - Substitute numerical values into algebraic equations using appropriate units for physical quantities          - Solve algebraic equations</p> <p><b>How will learning be assessed?</b>          Flip test          PAG 6          PAG 9          End of topic test</p> <p><b><u>2.1.3 Nucleotides and Nucleic Acids</u></b>          Approx 5 lessons.  <b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>Nucleic acids are made up of nucleotides</li> </ul>	<p>-Use ratios, fractions and percentages          - Use an appropriate number of significant figures          - Find arithmetic means          - Construct and interpret frequency tables and diagrams, bar charts and histograms          - Understand the terms mean, median and mode          - Identify uncertainties in measurements and use simple techniques to determine uncertainty when data are combined          - Understand and use the symbols: =, , 1 «, », 2, , \ +          - Translate information between graphical, numerical and algebraic forms          - Plot two variables from experimental or other data          - Understand that <math>y = mx + c</math> represents a linear relationship          - Calculate rate of change from a graph showing a linear relationship</p>	<p>correlations and causal relationships</p> <ul style="list-style-type: none"> <li>Evaluate methodology, evidence and data, and resolve conflicting evidence</li> <li>Know that scientific knowledge and understanding develops over time</li> <li>Communicate information and ideas in appropriate ways using appropriate terminology</li> <li>Consider applications and implications of science and evaluate their associated benefits and risks</li> <li>Evaluate the role of the scientific community in validating new knowledge and ensuring integrity</li> <li>Evaluate the ways in which society uses science to inform decision making.</li> </ul> <p>Maths skills:          - Find arithmetic means          - Construct and interpret frequency tables and</p>	<p>understanding develops over time</p> <ul style="list-style-type: none"> <li>Communicate information and ideas in appropriate ways using appropriate terminology</li> <li>Consider applications and implications of science and evaluate their associated benefits and risks</li> <li>Consider ethical issues in the treatment of humans, other organisms and the environment</li> <li>Evaluate the role of the scientific community in validating new knowledge and ensuring integrity</li> <li>Evaluate the ways in which society uses science to inform decision making.</li> </ul> <p>Maths skills:          - Recognise and use expressions in decimal and standard form          - Use an appropriate number of significant figures</p>	<p>how they are gained</p> <ul style="list-style-type: none"> <li>Evaluate and analyse uses of antibiotics to manage bacterial infections</li> </ul> <p><b><u>Main outcomes:</u></b>          To identify the different types of pathogens that cause communicable diseases, and explain how plants and animals naturally fight such infections. To describe how modern advancements in medicine can help control outbreaks of such diseases.</p> <p><b><u>Skills developed:</u></b>          HSW Skills:  <ul style="list-style-type: none"> <li>Use theories, models and ideas to develop scientific explanations</li> <li>Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> </ul> </p>	
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KS4 and KS5 Biology Long term planning grid

	<ul style="list-style-type: none"> <li>• Structure of a nucleotide</li> <li>• Structure of ATP and ADP</li> <li>• Structure and replication of DNA</li> <li>• Role of genetic code in protein synthesis</li> </ul> <p><b>Main outcomes:</b> To learn the importance of nucleic acids and nucleotides in the storage and use of genetic information and cell metabolism.</p> <p><b>Skills developed:</b> HSW Skills:</p> <ul style="list-style-type: none"> <li>• Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and use the slope of a tangent to a curve as a measure of rate of change</li> <li>- Calculate the circumferences, surface areas and volumes of regular shapes</li> </ul> <p><b>How will learning be assessed?</b> Flip test End of topic test PAG 8 PAG 5</p> <p><b>Revision Mock Exams (2 weeks)</b></p> <p><b>2.1.6 Cell division, cell diversity and cellular organisation</b> Approx 14lessons.</p> <p><b>What will be learnt?</b></p> <ul style="list-style-type: none"> <li>• The cell cycle and how it is regulated</li> <li>• Mitosis and meiosis and their significance</li> <li>• Organisation of cells within organisms</li> <li>• Cell differentiation</li> </ul>	<p>diagrams, bar charts and histograms</p> <ul style="list-style-type: none"> <li>- Understand the terms mean, median and mode</li> <li>- Use a scatter diagram to identify a correlation between two variables</li> <li>- Understand measures of dispersion, including standard deviation and range</li> </ul> <p><b>How will learning be assessed?</b> Flip test End of topic test</p>	<ul style="list-style-type: none"> <li>- Construct and interpret frequency tables and diagrams, bar charts and histograms</li> <li>- Understand simple probability</li> <li>- Understand the principles of sampling as applied to scientific data</li> <li>- Understand the terms mean, median and mode</li> <li>- Use a scatter diagram to identify a correlation between two variables</li> <li>- Select and use a statistical test</li> <li>- Understand measures of dispersion, including standard deviation and range</li> <li>- Substitute numerical values into algebraic equations using appropriate units for physical quantities</li> <li>- Solve algebraic equations</li> <li>- Translate information between graphical, numerical and algebraic forms</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems</li> <li>• Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Evaluate methodology, evidence and data, and resolve conflicting evidence</li> <li>• Know that scientific knowledge and understanding develops over time</li> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> <li>• Consider applications and implications of</li> </ul>	
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KS4 and KS5 Biology Long term planning grid

<ul style="list-style-type: none"> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> </ul> <p><b>How will learning be assessed?</b>            Flip test            PAG 10            End of topic test</p> <p><b><u>Start 2.1.4 Enzymes and 2.1.5 Biological membranes</u></b>            Approx 2 lessons of each</p> <p>Details in next column.</p>	<ul style="list-style-type: none"> <li>• Stem cells and their importance</li> <li>• Potential importance of stem cells in medicine and research</li> </ul> <p><b><u>Main outcomes:</u></b>            To explain the importance of the cell cycle in passing on genetic information to daughter cells; to understand how a whole organism functions; and how a understanding of stem cells can have a huge impact in medicine.</p> <p><b><u>Skills developed:</u></b>            HSW Skills:  <ul style="list-style-type: none"> <li>• Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas</li> <li>• Analyse and interpret data to provide evidence, recognising correlations and causal relationships</li> <li>• Evaluate methodology, evidence and data, and</li> </ul> </p>		<ul style="list-style-type: none"> <li>- Plot two variables from experimental or other data</li> </ul> <p><b>How will learning be assessed?</b>            Flip test            End of topic test</p> <p><b><u>Start 3.1.3 Transport in plants and 4.1.1 Communicable diseases, disease prevention and the immune system</u></b></p> <p>Approx 4 lessons of each</p> <p>Details in next column.</p>	<p>science and evaluate their associated benefits and risks</p> <ul style="list-style-type: none"> <li>• Evaluate the role of the scientific community in validating new knowledge and ensuring integrity</li> <li>• Evaluate the ways in which society uses science to inform decision making.</li> </ul> <p>Maths skills:            -Recognise and make use of appropriate units in calculations            - Recognise and use expressions in decimal and standard form            -Use ratios, fractions and percentages            - Use an appropriate number of significant figures            - Find arithmetic means            - Construct and interpret frequency tables and diagrams, bar charts and histograms            - Understand the principles of sampling as applied to scientific data</p>	
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KS4 and KS5 Biology Long term planning grid

		<p>resolve conflicting evidence</p> <ul style="list-style-type: none"> <li>• Know that scientific knowledge and understanding develops over time</li> <li>• Communicate information and ideas in appropriate ways using appropriate terminology</li> <li>• Consider applications and implications of science and evaluate their associated benefits and risks</li> <li>• Consider ethical issues in the treatment of humans, other organisms and the environment</li> <li>• Evaluate the role of the scientific community in validating new knowledge and ensuring integrity</li> <li>• Evaluate the ways in which society uses science to inform decision making.</li> </ul> <p><b>How will learning be assessed?</b>          Flip test          End of topic test</p>			<ul style="list-style-type: none"> <li>- Use a scatter diagram to identify a correlation between two variables</li> <li>- Translate information between graphical, numerical and algebraic forms</li> <li>- Plot two variables from experimental or other data</li> </ul> <p><b>How will learning be assessed?</b>          Flip test          End of topic test</p> <p style="text-align: center;"><b>REVISION</b></p>	
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KS4 and KS5 Biology Long term planning grid

		<p><b><u>Start 3.1.1 Exchange Surfaces and 4.2.2 Classification and Evolution</u></b> Approx 3 lessons of each  Details in next column.</p>				
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