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| In Year 10 and 11 students will have 7 regular science lessons per week. Our curriculum is based on the AQA KS4 Combined Science: Trilogy Curriculum. In both years, we re-explore and develop a range of modules that students have been introduced to in year 7, 8 and 9, splitting these into the distinct disciplines of Biology, Chemistry and Physics. Students will be given the opportunity to explore their ideas and questions, follow the evidence from results and question everything. Some students may choose to focus solely on GCSE Biology later in the academic year.  For more detailed information, please click here: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> | | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |  |  |
| Topic B5  5.1 Homeostasis  5.2.1 The human nervous system - Structure and Function  XX The brain BIO  XX The eye BIO  XX Control of body temperature BIO | Topic B5  5.3.1 Human endocrine system  5.3.2 Control of blood glucose concentration  XX Maintaining water and nitrogen balance in the body BIO  5.3.3 Hormones in human reproduction  5.3.4 Contraception | Topic B5  5.3.5 The use of hormones to treat infertility (HT only)  5.3.6 Negative feedback (HT only)  XX Plant hormones - Control and coordination BIO  XX Use of plant hormones BIO (HT only) | Topic B6  6.1.1 Sexual and asexual reproduction  6.1.2 Meiosis  XX Advantages and disadvantages of sexual and asexual reproduction BIO  6.1.3 DNA and the genome  XX DNA structure BIO | Topic B6  6.1.4 Genetic inheritance  6.1.5 Inherited disorders  6.1.6 Sex determination  6.2.1 Variation  6.2.2 Evolution | Topic B6  6.2.3 Selective breeding  6.2.4 Genetic engineering  XX Cloning BIO  XX Theory of evolution BIO  XX Speciation BIO  XX The understanding of genetics BIO  6.3.1 Evidence for evolution  6.3.2 Fossils  6.3.3 Extinction  6.3.4 Resistant bacteria  6.4 Classification of living organisms |  |  |
| End of topic tests based on past exam questions covering both Foundation Tiers and Higher Tiers. | | | | | | | |