

## Science 11X2 (Mrs Eyre) Year 11 Precision Planning

| Week starting   | Topic(s) to cover  | Lessons   | Homework set revision topics set   | Period 6 Intervention              | Weekend masterclass/Intervention information-timings   |
|---|--|---|--|------------------------------------|--|
| 4 <sup>th</sup> March<br>Week A   | P6 Waves<br>B6 Inheritance, variation, and evolution                       | L1 – Properties of EM waves: Infrared required practical<br>L2 – Properties of EM waves: Refraction<br>L3 – Properties of EM waves: Higher tier consolidation of refraction<br>L4 – Sexual and asexual reproduction, meiosis, DNA, and the genome | Read through the Biology glossary and highlight any keywords you are unsure of or cannot recall the scientific meaning for. Create a flashcard for each with the keyword on one side and the scientific definition on the other. Keep these together in a plastic wallet or hole-punch and keep together with a treasury tag. Complete the Biology Paper 1 2018 past paper, without looking at your notes. Once you've finished, go back through it with your notes to see if you can answer any more in a different coloured pen. Then, check your answers using the mark scheme (or ask your teacher to mark it.) How could you develop your exam technique and subject knowledge further?     | N/A                                | Chemistry paper 1 re-teach<br><br>Saturday 9 <sup>th</sup> March<br>10am-2pm<br><br>Invite only  |
| 11 <sup>th</sup> March<br>Week B  | B6 Inheritance, variation, and evolution                                   | L1 – Genetic inheritance (including sex determination)<br>L2 – Genetic crosses and inheritance of genetic disorders<br>L3 – Variation and evolution<br>L4 – Selective breeding<br>L5 – Genetic engineering  | Read through the Chemistry glossary and highlight any keywords you are unsure of or cannot recall the scientific meaning for. Create a flashcard for each with the keyword on one side and the scientific definition on the other. Keep these together in a plastic wallet or hole-punch and keep together with a treasury tag. Complete the Chemistry Paper 1 2018 past paper, without looking at your notes. Once you've finished, go back through it with your notes to see if you can answer any more in a different coloured pen. Then, check your answers using the mark scheme (or ask your teacher to mark it.) How could you develop your exam technique and subject knowledge further? | Using the physics equations sheet  | Chemistry paper 1 re-teach<br><br>Saturday 16 <sup>th</sup> March<br>10am-2pm<br><br>Invite only |
| 18 <sup>th</sup> March-A<br>(Art photog exams)  | B6 Inheritance, variation, and evolution<br>C9 Chemistry of the atmosphere | L1 – Evidence for evolution, fossils, and extinction<br>L2 – Resistant bacteria<br>L3 – Classification<br>L4 – The Earth's atmosphere   | Read through the Physics glossary and highlight any keywords you are unsure of or cannot recall the scientific meaning for. Create a flashcard for each with the keyword on one side and the scientific definition on the other. Keep these together in a plastic wallet or hole-punch and keep together with a treasury tag. Complete the Physics Paper 1 2018 past paper, without looking at your notes. Once you've finished, go back through it with your notes to see if you can answer any more in a different coloured pen. Then, check your answers using the mark scheme (or ask your teacher to mark it.) How could you develop your exam technique and subject knowledge further?     | Photosynthesis vs respiration      | Chemistry paper 1 re-teach<br><br>Saturday 23 <sup>rd</sup> March<br>10am-2pm<br><br>Invite only |
| 25 <sup>th</sup> March-B<br>(closed Friday)<br>Week B<br>(Art/Photog exams)   | C9 Chemistry of the atmosphere<br>C10 Using resources                      | L1 – Greenhouse gases, human activity, and global climate change<br>L2 – Reducing the carbon footprint<br>L3 – Atmospheric pollutants from fuels and their properties<br>L4 – Potable water<br>L5 – No lesson; school closed on Friday            | Go through the topic checklists for Biology Paper 2 (B5 Homeostasis to B7 Ecology), Chemistry Paper 2 (C6 Rate and extent of chemical change to C10 Using resources) and Physics Paper 2 (P5 Forces to P7 Magnetism and electromagnetism.) What do you remember? What do you need to go back over? What do you never remember learning about? What haven't you covered yet (you will likely still be finishing the last couple of topics.) Take notes to make it clear where you should focus your attention in the run-up to exams. Continue testing yourself/a friend with your vocabulary flashcards.   | Bonding                            | Chemistry paper 1 re-teach<br><br>Saturday 30 <sup>th</sup> March<br>10am-2pm<br><br>Invite only |
| <b>Easter School Interventions</b><br>Tuesday 2 <sup>nd</sup> April – Friday 5 <sup>th</sup> April, 10am-2pm, invite only, required practical re-teach and a chemistry paper 1 'WAGOLL and why' |  |   |  |                                    |  |
| 15 <sup>th</sup> April<br>Week A  | C10 Using resources<br>P7 Magnets and electromagnetism                     | L1 – Waste water treatment<br>L2 – Alternative methods of metal extraction (higher tier)<br>L3 – Life cycle assessments and reducing the use of resources<br>L4 – Magnets   | Review the knowledge organisers for the following units: C10 and P7. Using these (as well as your revision guide and other revision materials) complete a 'show what you know' for each topic. Try and summarise the most important information onto 1 side of A4. Use highlighters/colours/diagrams to help information stand out. Re-watch the Physics required practical activities using the YouTube Playlist on the Command Centre and try and write a suitable method without looking through your notes. Continue testing yourself/a friend with your vocabulary flashcards.  | Atomic structure... but in Physics | Biology paper 1 revision<br><br>Saturday 20 <sup>th</sup> April<br>10am-2pm<br><br>Invite only   |
| 22 <sup>nd</sup> April<br>Week B  | P7 Magnets and electromagnetism<br>B7 Ecology                              | L1 – Electromagnets<br>L2 – Fleming's left hand rule (higher tier)<br>L3 – Electric motors (higher tier)<br>L4 – Communities, abiotic and biotic factors<br>L5 - Adaptations  | Complete the Biology Paper 2, Chemistry Paper 2, and Physics Paper 2 2018 past papers, without looking at your notes. Once you've finished, go back through it with your notes to see if you can answer any more in a different coloured pen. Then, check your answers using the mark schemes (or ask your teacher to mark it.) How could you develop your exam technique and subject knowledge further? Continue testing yourself/a friend with your vocabulary flashcards.   | Graphs and data about disease      | Biology paper 1 revision<br><br>Saturday 27 <sup>th</sup> April<br>10am-2pm<br><br>Invite only   |

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| <p><b>29<sup>th</sup> April</b><br/><b>Week A</b></p>  | <p>B7 Ecology</p> | <p>L1 – Levels of organisation<br/>L2 – How materials are cycled<br/>L3 – Biodiversity<br/>L4 – Waste management</p>   | <p>Complete the Biology Paper 1, Chemistry Paper 1, and Physics Paper 1 2019 past papers, without looking at your notes. Once you've finished, go back through it with your notes to see if you can answer any more in a different coloured pen. Then, check your answers using the mark schemes (or ask your teacher to mark it.) How could you develop your exam technique and subject knowledge further? Continue testing yourself/a friend with your vocabulary flashcards.</p> | <p>Acids and alkalis</p> | <p>N/A</p>  |
| <p><b>6<sup>th</sup> May</b><br/><b>(Bank Holiday</b><br/><b>Monday)</b><br/><b>Week B</b></p> | <p>B7 Ecology</p> | <p>L1 – <b>No lesson; school closed on Monday</b><br/>L2 – Land use<br/>L3 – Deforestation<br/>L4 – Global warming (recap)<br/>L5 - Maintaining biodiversity</p> | <p>Complete the Biology Paper 2, Chemistry Paper 2, and Physics Paper 2 2019 past papers, without looking at your notes. Once you've finished, go back through it with your notes to see if you can answer any more in a different coloured pen. Then, check your answers using the mark schemes (or ask your teacher to mark it.) How could you develop your exam technique and subject knowledge further? Continue testing yourself/a friend with your vocabulary flashcards.</p> | <p>Electricity</p>       | <p>Chemistry paper 1<br/>revision<br/><br/>Saturday 11<sup>th</sup> May<br/>10am-2pm<br/><br/>Invite only</p> |