

# Gosfield School

## Curriculum Outline

**Subject:** A Level Art

**Year:** 12

**General Information:** GCE: Edexcel Art and Design Unendorsed Code: 9AD0

The structure of the year is aimed at further development and refinement of existing skills. The key element is sustained levels of study to excel in a given discipline. This is supported by Personal Study that can be presented in a variety of formats demonstrating students' connections between their work and that of other the artists. The written content can be an essay, discussion and comparison or an analytical approach, understanding should be communicated through integrated images and texts that amount to no less than 1000 words, and this element is marked out 18.

The exam board has four attainment objectives in the structure of the course and students must address these through their portfolio and their practical outcomes, and Personal Study.

A 15-hour practical examination completes the A Level set as an ESA by the board.

### Autumn Term 1

#### Student's Title

- Primary resources and research
- Sketches and initial ideas
- Formal elements explored, studies of drawing and painting dominates this term

*Working into sketchbook and portfolio pieces*

### Autumn Term 2

#### Student's Title

- Students will extend their skills in a variety of media refining their ideas
- Develop their journal with research and annotation of other artists work
- Experiment with mixed media and 3D materials
- Link practical work to draft essays

### Spring Term 1

#### Student's Title

- Practical work continues to develop and students document the progress and gather understanding of strengths and limitations of a variety of media.
- Continue to practice draft essays linked to coursework

### Spring Term 2

- Students specialise in their chosen medium prepare a focus for the main body or the personal portfolio
- Experiment and refine techniques and improve work to higher levels of accomplishment

### Summer Term 1

- Produce final pieces of AS coursework and record in journal the evaluations

### Summer Term

- Plan new title and focus for the preparation of A2 work
- Research and plan initial intentions
- Complete coursework for AS level

# Gosfield School

## Curriculum Outline

**Subject:** AS Chemistry

**Year:** 12

### General Information:

This course follows the OCR AS Level specification. Students have 6 lessons per week, which are a mixture of theory and practical experiments to develop their investigative skills.

Practical and investigative skills are covered throughout the course and are specified by the examination board. They may be assessed through written examination questions and also form part of the Practical Endorsement; a separate competency assessment.

Regular progress tests and mock examinations are carried out as internal assessment. Prep work is set every lesson and covers a range of activities, including independent reading and research.

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| <b>Autumn Term 1</b><br><br>Module 1: Practical & Investigative skills<br><br>Module 2: Foundations in Chemistry. <ul style="list-style-type: none"><li>• Atoms and reactions</li><li>• Electrons, bonding and structure</li><li>• The Periodic Table</li><li>• Amount of substance calculations</li><li>• Acids and bases</li></ul> | <b>Autumn Term 2</b><br><br>Module 1: Practical & Investigative skills<br><br>Module 3: Periodic Table and Energy. <ul style="list-style-type: none"><li>• Periodic table trends</li><li>• Qualitative Chemistry</li></ul> | <b>Spring Term 1</b><br><br>Module 1: Practical & Investigative skills<br><br>Module 3: Periodic Table and Energy <ul style="list-style-type: none"><li>• Energy</li><li>• Enthalpy Change</li><li>• Hess' Law</li><li>• Collision Theory</li><li>• Equilibria</li></ul> |
| <b>Spring Term 2</b><br><br>Module 1: Practical & Investigative skills<br><br>Module 4: Core Organic Chemistry <ul style="list-style-type: none"><li>• Isomerism</li><li>• Hydrocarbons</li><li>• Alcohols</li><li>• Halogenoalkanes</li><li>• Analytical Techniques</li></ul>   | <b>Summer Term 1</b><br><br>Module 1: Practical & Investigative skills <ul style="list-style-type: none"><li>• Revision</li></ul>  | <b>Summer Term 2</b><br><br>A2 topics start  |



**Gosfield School**  
Curriculum Outline

**Subject:** AS Level Economics B

**Year:** 12

**General Information:** Students will be learning the Edexcel examination course. Students will sit two exams this academic year, both in May.

They will commence the academic year learning the material required for the first exam: Paper 1 Markets, consumers and firms, which is worth 50% of the total AS qualification.

Students will then learn the material required for the second exam: Paper 2 The wider economic environment, which is worth 50% of the total AS qualification.

As the AS and A Level have been decoupled the AS marks or grades do not count towards the full A level.

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| <p><b>Autumn Term 1</b></p> <p><b>Theme 1: Markets, consumers and firms</b></p> <ul style="list-style-type: none"> <li>• Scarcity, choice and potential conflicts</li> <li>• Enterprise, business and the economy</li> <li>• Introducing the market</li> </ul> | <p><b>Autumn Term 2</b></p> <p><b>Theme 1: Markets, consumers and firms</b></p> <ul style="list-style-type: none"> <li>• The role of credit in the economy</li> <li>• Market failure and government intervention</li> <li>• Revenue, costs and profits</li> </ul> | <p><b>Spring Term 1</b></p> <p><b>Theme 1: Markets, consumers and firms</b></p> <ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Revenue, costs and profits</li> </ul> <p><b>Theme 2: The wider economic environment</b></p> <ul style="list-style-type: none"> <li>• Business growth and competitive advantage</li> <li>• Firms, consumers and elasticities of demand</li> </ul> |
| <p><b>Spring Term 2</b></p> <p><b>Theme 2: The wider economic environment</b></p> <ul style="list-style-type: none"> <li>• Productive efficiency</li> <li>• Life in a global economy</li> <li>• The economic cycle</li> </ul>                                  | <p><b>Summer Term 1</b></p> <p><b>Theme 2: The wider economic environment</b></p> <ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Revision for May exams</li> </ul>   | <p><b>Summer Term 2</b></p> <ul style="list-style-type: none"> <li>• Revision for May exams</li> <li>• Start learning for Theme 3: The global economy</li> </ul>   |

**Gosfield School**  
Curriculum Outline

**Subject:** English Literature

**Year: 12**

**General Information:**

The Edexcel Advanced GCE in English Literature entails the study of eight literary texts plus unseen poetry, including both Pre- and Post-1900 works. Students develop skills in the appreciation and analysis of a range of genres. They are also required to consider the historical and social contexts in which literature is produced and the various ways in which it can be appreciated by different readers. In Year 12, students study two plays, critical responses to Shakespeare and two collections of poetry. They begin their coursework task, based on their two chosen texts.

**Assessment:**

Three externally examined papers (Drama, Prose and Poetry) and one coursework component (an extended comparative essay referring to two texts). Students must complete all assessment in May/June in any single year. In Year 12, students sit an internal mock examination in January and complete an internal assessment in the Summer Term.

**Autumn Term 1**

- Introduction to course
- Introduction to drama
- Shakespeare play
- Post-1900 play

**Autumn Term 2**

- Shakespeare play (cont) and the Shakespeare Critical Anthology
- Post-1900 play (cont)

**Spring Term 1**

- January Mock examination: Drama
- Introduction to poetry
- Contemporary poetry

**Spring Term 2**

- Contemporary poetry (cont)
- Pre-1900 poetry
- Unseen analysis

**Summer Term 1**

- Introduction to coursework
- Revision of drama and poetry

**Summer Term 2**

- Internal assessment: drama and poetry
- Coursework texts

**Gosfield School**  
Curriculum Outline

**Subject:** AS Geography

**Year:** 12

**General Information:** We follow the AQA course at AS and A2 level. In Year 12 we cover two compulsory topics and two optional topics. There is also a geographical skills paper which is based on fieldwork.

**Autumn Term 1**

Water and Carbon Cycles

- Water balance and the hydrological cycle
- River Landforms
- Flood causes and risk
- Carbon stores
- Carbon process
- Consequences of human interference

**Autumn Term 2**

Changing Places

- Nature and importance of places
- Changing relationships, importance and connections
- Meaning and representation
- Contrasting case studies

**Spring Term 1**

Hazards

- Types
- Plate Tectonics
- Earthquakes and volcanos
- Fires
- Case studies of above

**Spring Term 2**

Fieldwork skills and techniques

- understand the nature and use of different types of geographical information
- collect data
- analyse data
- present and evaluate data

**Summer Term 1**

Write up work on fieldwork techniques and skills to be submitted to exam board as evidence of completion

**Summer Term 2**

- Exam Practice and revision

**Gosfield School**  
Curriculum Outline

**Subject:** History

**Year:** 12

**General Information:** A Level History – Edexcel – (AS) In History, students develop the skills to understand past events, analyse cause and effect, recognise patterns and evaluate sources with increasing confidence and sophistication. They will be able to form independent opinions on the topics we cover and develop writing skills to describe these ideas.

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| <p><b>Autumn Term 1</b><br/><u>1917-91, From Lenin to Yeltsin</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Russian Revolution</li> <li>• Russian Civil War 1917-21</li> <li>• NEP Russia</li> <li>• Building a Socialist Utopia</li> <li>• Collectivisation and Industrialisation from 1928</li> <li>• Stalin’s rule in the 1930s</li> </ul>  | <p><b>Autumn Term 2</b><br/><u>1917-91, From Lenin to Yeltsin</u></p> <ul style="list-style-type: none"> <li>• The USSR, during and after World War Two</li> <li>• Khrushchev and de-Stalinisation</li> <li>• Society and Culture under Khrushchev</li> <li>• Economy from Khrushchev to Brezhnev</li> <li>• Brezhnev 1964-1982, Era of stagnation.</li> <li>• Review</li> </ul>                              | <p><b>Spring Term 1</b><br/><u>1917-91, From Lenin to Yeltsin</u></p> <ul style="list-style-type: none"> <li>• Overview of historical themes               <ul style="list-style-type: none"> <li>– Communist Power</li> <li>– Industrial and agricultural change</li> <li>– Control of the people</li> <li>– Development of Society</li> <li>– Fall of the USSR</li> </ul> </li> <li>• Historical Interpretations</li> </ul> |
| <p><b>Spring Term 2</b><br/><u>German Democratic Republic 1949-1990</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Establishing and consolidating Communist rule</li> <li>• Economic Developments 1949-61</li> <li>• Defending the GDR 1949-61</li> <li>• Development of the Eastern European State</li> <li>• Relations with West Germany</li> <li>• Thematic Review/source debate and evaluation</li> </ul> | <p><b>Summer Term 1</b><br/><u>German Democratic Republic 1949-1990</u></p> <ul style="list-style-type: none"> <li>• Life in Eastern Germany 1949-85               <ul style="list-style-type: none"> <li>- Social Change</li> <li>- Welfare</li> <li>- Repression and control</li> <li>- SED and Protestant Church</li> <li>- Economy</li> <li>- Events of 1989</li> <li>- End of GDR</li> </ul> </li> </ul> | <p><b>Summer Term 2</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>  |

**Gosfield School**  
Curriculum Outline

**Subject:** AS Mathematics

**Year:** 12

**General Information**

Students in year 12 follow the Edexcel AS Level Maths Specification. This course can be externally assessed at the end of year 12 to provide an AS Level Maths qualification, or more likely, students will be assessed at the end of year 12 for an A2 Level Maths qualification.

Students complete various assessments on key topics throughout the year to check and consolidate their learning. In addition, students sit an End of Year exam that is graded and compared to their targets to check progress made. The group may work at a pace different to the outline below, to match with the ability of the group.

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| <p><b>Autumn Term 1</b></p> <ul style="list-style-type: none"><li>• Algebra and functions</li><li>• Statistical sampling</li><li>• Data presentation and interpretation</li><li>• Quantities and units in mechanics</li><li>• Kinematics 1</li></ul> | <p><b>Autumn Term 2</b></p> <ul style="list-style-type: none"><li>• Coordinate geometry in the (x, y) plane</li><li>• Further algebra</li><li>• Data presentation and interpretation</li><li>• Kinematics 1</li></ul> | <p><b>Spring Term 1</b></p> <ul style="list-style-type: none"><li>• Trigonometry</li><li>• Vectors (2D)</li><li>• Probability</li><li>• Statistical distributions</li><li>• Forces and Newton's laws</li></ul> |
| <p><b>Spring Term 2</b></p> <ul style="list-style-type: none"><li>• Differentiation</li><li>• Integration</li><li>• Statistical hypothesis testing</li><li>• Forces and Newton's laws</li></ul>  | <p><b>Summer Term 1</b></p> <ul style="list-style-type: none"><li>• Exponentials and logarithms</li><li>• Statistical hypothesis testing</li><li>• Kinematics 2</li></ul>   | <p><b>Summer Term 2</b></p> <ul style="list-style-type: none"><li>• Consolidation/Revision</li><li>• End of Year/external exams</li></ul>  |

# Gosfield School

## Curriculum Outline

**Subject:** Physical Education / Games

**Year:** 11/12/13

### General Information:

Physical Education and Games in Years 11, 12 and 13 focuses on development and application of advanced skills needed in competitive game activities and athletics. Students also consistently apply strategies and tactics to competitive situations. Students are given the opportunity to apply all these skills and strategies in competitive games against external opposition. Students are also given the opportunity to experience a wider curriculum to encourage lifelong participation in physical activity. Students are assessed at the end of each half term: they are awarded an approach to learning grade.

### Autumn Term 1

#### Rugby

- Skills: passing, scoring, creating space, movement on and off ball
- Tactics: positions & responsibilities, attack & defence strategies, set plays, game evaluation & analysis
- Game play, rules, coaching, scoring & refereeing

#### Hockey

- Skills: passing, dribbling, tackling, shooting
- Tactics: positions & responsibilities, attack & defence strategies
- Game play, match analysis, rules, scoring, coaching & refereeing

### Autumn Term 2

#### Football

- Skills: passing, dribbling, shooting, heading, creating space, movement on & off ball
- Tactics: attack & defence strategies, set plays, game evaluation & analysis
- Game play, rules, coaching, scoring & refereeing

#### Netball

- Skills: passing; footwork, shooting, movement on and off ball, attacking & defensive play
- Tactics: attack & defence strategies, set plays, game analysis & evaluation
- Game play, match analysis rules, coaching, scoring & umpiring

### Spring Term 1

#### Options Block 1

- Students to select activity areas they would like to participate in as well as continuing to have the option of fixtures

| <b>Spring Term 2</b>  | <b>Summer Term 1</b>   | <b>Summer Term 2</b>   |
|---|--|--|
| <p>Options Block 2</p> <ul style="list-style-type: none"> <li>• Students to select activity areas they would like to participate in as well as continuing to have the option of fixtures</li> </ul> | <p>Athletics</p> <ul style="list-style-type: none"> <li>• Skills: refine running throwing &amp; jumping skills</li> <li>• Measurement: times &amp; distances</li> <li>• Peer instruction, analysis &amp; coaching</li> <li>• Tactics</li> <li>• Competitions</li> <li>• Organisation of own mini Olympics event</li> </ul> | <p>Striking and Fielding Activities</p> <ul style="list-style-type: none"> <li>• Skills: throwing, catching, batting, bowling, and fielding</li> <li>• Tactics, attack &amp; defence strategies, game analysis and evaluation</li> <li>• Game play, match analysis, rules, coaching, scoring &amp; umpiring</li> </ul> |

**Gosfield School**  
Curriculum Outline

**Subject:** AS Psychology

**Year: 12&13**

**General Information:**

Psychology is the scientific study of the mind, brain and behavior. We are excited to be delivering this to both Y12 & Y13 students for examination in Summer 2020. We follow the AQA AS 7181 course with students sitting Paper 1 and Paper 2 in 2020. AS Psychology students will learn to describe and evaluate psychological concepts, theory and research. The course will also involve students having knowledge and understanding of various research methods used by psychologists. AS Psychology students will develop practical research and mathematical skills to include the design and conduct of their own research.

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| <p><b>Autumn Term 1</b></p> <ul style="list-style-type: none"><li>• Introduction to Psychology</li><li>• Psychopathology</li><li>• Approaches including biopsychology</li><li>• Research Methods</li></ul>    | <p><b>Autumn Term 2</b></p> <ul style="list-style-type: none"><li>• Memory</li><li>• Research Methods</li><li>• Focus on evaluation</li><li>• Exam technique practice</li></ul> | <p><b>Spring Term 1</b></p> <ul style="list-style-type: none"><li>• Memory continued</li><li>• AS Mock exam 1 and feedback</li><li>• Attachment</li><li>• Research Methods</li></ul> |
| <p><b>Spring Term 2</b></p> <ul style="list-style-type: none"><li>• Attachment continued</li><li>• Social influence</li><li>• Research Methods</li><li>• Revision including exam technique practice</li></ul> | <p><b>Summer Term 1</b></p> <ul style="list-style-type: none"><li>• AS Mock exam 2 and feedback</li><li>• Revision including exam technique practice</li></ul>                  | <p><b>Summer Term 2</b></p> <ul style="list-style-type: none"><li>• Exams</li><li>• Prelude to A2 Psychology</li></ul>   |

## Gosfield School

**Subject:** Sociology

**Year:** 12

**General Information:**

Course begins with an introduction to Sociology and the key theories. Understanding different viewpoints and the work of theorists in the light of Family Relationships will be the focus of the first two half terms and will be co-taught with Research methods and Education. The evolution and structure of the family will be explored as will exam technique and expectations.

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| <p><b>Autumn Term 1</b></p> <p><b>Beliefs in Society</b></p> <ul style="list-style-type: none"> <li>• Course outline</li> <li>• Intro to Beliefs in Society</li> <li>• Sociological reviews of religion</li> <li>• Industrialisation</li> <li>• The New Right</li> <li>• Engels, Zaretsky</li> <li>• Linking Feminism and key theorists to Family</li> <li>• Parsons and Bott</li> <li>• Changes in Family</li> <li>• Oakley and Bolton</li> <li>• Division of Labour</li> <li>• Domestic violence</li> <li>• Social Policy</li> <li>• Exam Technique</li> </ul> | <p><b>Autumn Term 2</b></p> <ul style="list-style-type: none"> <li>• Changing patterns of marriage, cohabitation, separation, divorce and child bearing</li> <li>• Chester, Rapport</li> <li>• Postmodernism</li> <li>• Giddens, Stacey, Beck and Weeks</li> <li>• Develop exam technique</li> <li>• Relating concepts to theories</li> <li>• Demographic trends: birth, death rates, family size, life expectancy, ageing population, migration. Globalisation</li> </ul> | <p><b>Spring Term 1</b></p> <ul style="list-style-type: none"> <li>• Nature of childhood</li> <li>• Changes in status of children in the family and society</li> <li>• Carol Smart</li> <li>• Revision</li> </ul> <p><u>Research Methods.</u></p> <ul style="list-style-type: none"> <li>• Introduction to Education and Research Methods</li> <li>• Practical, Ethical and Theoretical issues</li> <li>• Quantitative and Qualitative Methods</li> <li>• Observations</li> <li>• Statistics</li> <li>• Documents</li> <li>• Experiments</li> <li>• Methods in Context.</li> </ul> |
| <p><b>Spring Term 2</b></p> <p><u>Education</u></p> <ul style="list-style-type: none"> <li>• Education policy</li> <li>• Social Policy</li> <li>• Functionalism</li> <li>• New Right</li> <li>• Marxism</li> <li>• Theories of Class on education</li> <li>• Exam Technique</li> </ul>   | <p><b>Summer Term 1</b></p> <p><u>Education</u></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> <li>• Developing Exam Technique</li> <li>• Methods in Context</li> </ul>   | <p><b>Summer Term 2</b></p> <p><b>Exams and transition to A2.</b></p>  |

# Gosfield School

## Curriculum Outline

**Subject:** AS Chemistry

**Year:** 12

### General Information:

This course follows the OCR AS Level specification. Lessons are a mixture of theory and practical experiments to develop their investigative skills.

Practical and investigative skills are covered throughout the course and are specified by the examination board. They may be assessed through written examination questions and also form part of the Practical Endorsement; a separate competency assessment.

Regular progress tests and mock examinations are carried out as internal assessment. Prep work is set every lesson and covers a range of activities, including independent reading and research.

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| <b>Autumn Term 1</b><br>Module 1: Practical & Investigative skills<br><br>Module 2: Foundations in Chemistry. <ul style="list-style-type: none"><li>• Atoms and reactions</li><li>• Electrons, bonding and structure</li><li>• The Periodic Table</li><li>• Amount of substance calculations</li><li>• Acids and bases</li></ul> | <b>Autumn Term 2</b><br>Module 1: Practical & Investigative skills<br><br>Module 3: Periodic Table and Energy. <ul style="list-style-type: none"><li>• Periodic table trends</li><li>• Qualitative Chemistry</li></ul> | <b>Spring Term 1</b><br>Module 1: Practical & Investigative skills<br><br>Module 3: Periodic Table and Energy <ul style="list-style-type: none"><li>• Energy</li><li>• Enthalpy Change</li><li>• Hess' Law</li><li>• Collision Theory</li><li>• Equilibria</li></ul> |
| <b>Spring Term 2</b><br>Module 1: Practical & Investigative skills<br><br>Module 4: Core Organic Chemistry <ul style="list-style-type: none"><li>• Isomerism</li><li>• Hydrocarbons</li><li>• Alcohols</li><li>• Halogenoalkanes</li><li>• Analytical Techniques</li></ul>   | <b>Summer Term 1</b><br>Module 1: Practical & Investigative skills <ul style="list-style-type: none"><li>• Revision</li></ul>  | <b>Summer Term 2</b><br>A2 topics start  |

# Gosfield School

## Curriculum Outline

**Subject:** AS Biology

**Year:** 12

### General Information:

This course follows the AQA AS Level specification. Lessons are a mixture of theory and practical experiments to develop their investigative skills.

Practical and investigative skills are covered throughout the course and are specified by the examination board. They may be assessed through written examination questions and also form part of the Practical Endorsement; a separate competency assessment.

Regular progress tests and mock examinations are carried out as internal assessment. Prep work is set regularly and covers a range of activities, including independent reading and research.

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| <b>Autumn Term 1</b><br><br><b>Unit 1: Biological Molecules</b> <ul style="list-style-type: none"><li>• Carbohydrates, lipids, proteins</li><li>• Enzyme Action</li><li>• Factors affecting enzyme action</li><li>• Enzyme controlled reactions</li><li>• DNA and RNA</li><li>• DNA replication</li></ul> | <b>Autumn Term 2</b><br><br><b>Unit 1: Biological molecules continued</b> <ul style="list-style-type: none"><li>• Water</li><li>• ATP</li><li>• Inorganic ions</li></ul> <b>Unit 2: Cell structure and Division</b> <ul style="list-style-type: none"><li>• Eukaryotic cells and organelles</li><li>• Prokaryotic cells and viruses</li><li>• Analysis of cell components</li><li>• Cell division- mitosis</li><li>• Cell membrane structure</li><li>• Exchanges across cell membranes</li><li>• The immune system</li><li>• Immunity and vaccines</li><li>• Antibodies in medicine</li><li>• Interpreting vaccine and antibody data</li><li>• HIV and Viruses</li></ul> | <b>Spring Term 1</b><br><br><b>Unit 3: Exchange and transport systems</b> <ul style="list-style-type: none"><li>• Size and surface area</li><li>• Gas exchange</li><li>• Gas exchange in humans</li><li>• The effects of lung disease</li><li>• Interpreting lung disease data</li><li>• Dissecting Gas exchange systems</li><li>• Digestion and absorption</li><li>• Hemoglobin</li><li>• The circulatory system</li><li>• The heart</li></ul> |
| <b>Spring Term 2</b><br><br><b>Unit 3: Exchange and transport systems continued</b>   | <b>Summer Term 1</b><br><br><b>Unit 4: Diversity, Classification and Variation continued</b>   | <b>Summer Term 2</b><br><br><b>A2 topics start</b>  |

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| <ul style="list-style-type: none"> <li>• Cardiovascular disease</li> <li>• Transport in plants- xylem and phloem</li> </ul> <p><b>Unit 4: Diversity, Classification and Variation</b></p> <ul style="list-style-type: none"> <li>• DNA, genes and chromosomes</li> <li>• RNA and protein synthesis</li> <li>• The genetic code and nucleic acids</li> <li>• Meiosis and genetic variation</li> <li>• Mutations</li> <li>• Genetic Diversity and natural selection</li> <li>• Investigating selection</li> <li>• Classification of organisms</li> </ul> | <ul style="list-style-type: none"> <li>• DNA technology, classification and diversity</li> <li>• Investigating variation</li> <li>• Biodiversity</li> </ul> <p><b>Revision units 1-4</b></p> | <p><b>Topic 5: Energy in living things</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis, respiration and ATP</li> <li>• Photosynthesis</li> <li>• Limiting factors in photosynthesis</li> <li>• Photosynthesis experiments</li> <li>• Respiration</li> <li>• Aerobic respiration</li> <li>• Respirational Experiments</li> </ul> |
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