

<u>Calendar</u>	<u>Big Question/Theme</u>	<u>Small Questions</u>	<u>Assessment Opportunities and Criteria. Teacher feedback point (TFP)</u>	<u>Homework</u>
Autumn 1 Year 9 Topic C1 States of Matter	How does arrangement of particles affect a substance and its properties?	<ol style="list-style-type: none"> <li>1. What are particles like in substances in the solid, liquid and gas states?</li> <li>2. What changes happen to particles during the different changes of state?</li> <li>3. How do you decide what state a substance will be in at a given temperature?</li> </ol>	<p>Each Ks4 module is followed by a common assessed task (CAT). This is comprised of a mixture of exam questions based on that topic.</p> <p>Exam questions are obtained from ExamWizard.</p> <p>Teacher will mark exam questions and provide a class feedback sheet. Students will NTG by responding to marking.</p>	<p>Homework is revision of the topic's knowledge organiser.</p> <p>Students will be quizzed weekly /10</p> <p>Student results will be recorded on a tracking sheet.</p>

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Autumn 1 Year 9 Topic C1 Separating Mixtures	What are the ways of separating and purifying mixtures?	<ol style="list-style-type: none"> <li>1. What is the difference between a pure substance and a mixture?</li> <li>2. What happens to its particles when a solid melts?</li> <li>3. How do melting points allow you to spot the difference between pure substances and mixtures?</li> <li>4. How can filtration be used to separate mixtures?</li> <li>5. How can crystallisation be used to separate mixtures?</li> <li>6. What are the hazards and risks when separating mixtures by filtration and crystallisation?</li> <li>7. How can chromatography be used to separate mixtures?</li> <li>8. What are the differences between mixtures and pure substances on a chromatogram?</li> <li>9. How do you calculate R<sub>f</sub> value?</li> <li>10. What is distillation?</li> <li>11. How do simple distillation and fractional distillation differ?</li> <li>12. How would you reduce risks when carrying out a distillation experiment?</li> <li>13. How would you choose which method to use to separate a mixture?</li> <li>14. How is drinking water produced?</li> <li>15. Why must water used in chemical analysis be pure?</li> </ol>	<p>Each Ks4 module is followed by a common assessed task (CAT). This is comprised of a mixture of exam questions based on that topic.</p> <p>Exam questions are obtained from ExamWizard.</p> <p>Teacher will mark exam questions and provide a class feedback sheet. Students will NTG by responding to marking.</p>	<p>Homework is revision of the topic's knowledge organiser.</p> <p>Students will be quizzed weekly /10</p> <p>Student results will be recorded on a tracking sheet.</p>

<p>Year 9</p> <p>Topic P1 Motion</p>	<p>motion?</p>	<ol style="list-style-type: none"> <li>2. What are three examples of scalar quantities?</li> <li>3. What are three examples of vector quantities?</li> <li>4. What is the connection between speed, velocity and acceleration?</li> <li>5. How do you use the equation relating average speed, distance and time?</li> <li>6. In metres per second, what are the typical speeds that someone might move at during the course of a day?</li> <li>7. How do you interpret distance-time graphs?</li> <li>8. How do you calculate acceleration?</li> <li>9. How are acceleration, initial velocity and final velocity related?</li> <li>10. What is meant by uniform acceleration?</li> <li>11. What is the acceleration of freefall?</li> <li>12. How is deceleration identified on a velocity/time graph?</li> <li>13. How is distance determined from a velocity/time graph?</li> <li>14. How do you calculate and compare accelerations on a velocity-time graph?</li> </ol>	<p>followed by a common assessed task (CAT). This is comprised of a mixture of exam questions based on that topic.</p> <p>Exam questions are obtained from ExamWizard.</p> <p>Teacher will mark exam questions and provide a class feedback sheet. Students will NTG by responding to marking.</p>	<p>revision of the topic's knowledge organiser.</p> <p>Students will be quizzed weekly /10</p> <p>Student results will be recorded on a tracking sheet.</p>
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<p>Year 9</p> <p>Topic B1 Motion</p>	<p>development of the microscope allowed us to find out more about sub - cellular structures found in plant, animal and bacterial cells?</p>	<ol style="list-style-type: none"> <li>2. What's the difference between a light and electron microscope?</li> <li>3. What's the difference between magnification and resolution?</li> <li>4. What are the sub-cellular parts and function of an animal cell?</li> <li>5. What are the sub-cellular parts and function of a plant cell?</li> <li>6. What are the three differences between animal and plant cells?</li> <li>7. What is a eukaryotic cell?</li> <li>8. How are gametes adapted to their function?</li> <li>9. How is a ciliated cell adapted for its function?</li> <li>10. How are the epithelial cell in the small intestine adapted to its function?</li> <li>11. What is a prokaryotic cell?</li> <li>12. How is a bacterial cell adapted for its function?</li> <li>13. Which kind of large organic molecule are enzymes?</li> <li>14. Why is an enzyme a biological catalyst?</li> <li>15. How do enzymes work?</li> <li>16. What are the role of enzymes in the digestive system?</li> <li>17. How is enzyme activity affected by temperature, pH and substrate concentration?</li> <li>18. How would you calculate the rate of enzyme activity?</li> <li>19. Which tests are used to identify the main substances in food?</li> <li>20. What is diffusion, osmosis and active transport?</li> </ol>	<p>followed by a common assessed task (CAT). This is comprised of a mixture of exam questions based on that topic.</p> <p>Exam questions are obtained from ExamWizard.</p> <p>Teacher will mark exam questions and provide a class feedback sheet. Students will NTG by responding to marking.</p>	<p>revision of the topic's knowledge organiser.</p> <p>Students will be quizzed weekly /10</p> <p>Student results will be recorded on a tracking sheet.</p>
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