

## Curriculum Overview – Science

		Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summe
Year	Overview	(Weeks 1 – 7)	(Weeks 8 – 14)		(Weeks 15 -	(Weeks 21 -	(Weeks 26 - 32)	(Weeks 3
		(	(		20)	25)	(**************************************	(
	Chudonta will begin with	Factoria	Foo averto en or		•	,		
	•	-	Ecosystems:		Students will study the	Students will study the	Students will study the	Students will st
	Introduction to Caister Science	Students will link the structure			three units on a rotation:	three units on a rotation:	three units below on a	three units belo
	followed by the three units on	•	structure and function of				rotation:	rotation:
	a rotation:		plants to the environment		Cells and Movement:	Cells and Movement:		
		•	and the impact on the		Students will learn that all	Students will learn that all	Digestion and Gas	Digestion and G
			organisms living there.	ns.	-	multicellular organisms have	Exchange:	Exchange:
		organisms are interdependent	Students will discover how all	E E E E E E E E E E E E E E E E E E E	a hierarchy of organisation.	a hierarchy of organisation.	-	-
		and one small change to the	organisms are	s t	They will learn what the	They will learn what the	Students will be able to	Students will be
		ecosystem can have far	interdependent and one	no	different organelles do and	different organelles do and	describe what happens to	describe what h
7		ranging consequences.	small change to the	ēvi	will view cells from plants	will view cells from plants	our food when it enters our	our food when
			ecosystem can have far	br	and animals under a	and animals under a	digestive system and	digestive system
		Foundations of Chemistry:	ranging consequences.	pu	microscope. Students will	microscope. Students will	explain why the conditions	explain why the
		Students will develop an			explain how the skeleton	explain how the skeleton	inside us are so important	inside us are so
		understanding of the particle		<b>—</b>	and muscles work together	and muscles work together	to keep constant. They will	to keep constar
			Foundations of Chemistry:	t te	to provide movement, as	to provide movement, as	explain how the body	explain how the
			Students will develop an	irst	well as protecting our	well as protecting our	obtains oxygen and excretes	obtains oxygen
			understanding of the particle		internal organs.	internal organs.	carbon dioxide.	carbon dioxide.
			model of matter and how	th	internal organs.	internal organs.		
			particle behaviour changes	over the	Earth Structure and Rock	Earth Structure and Rock	Devia dia table and	Devie die telele e
							Periodic table and	Periodic table a
		practical work to support their		ā	Cycle:	Cycle:	elements:	elements:
			Students will need to make	ain	Students will be able to describe the internal structure of the Farth and	Students will be able to	Students will be able to use	Students will be
			accurate measurements from	eta it)	describe the internal	describe the internal	the universal language of	the universal la
		-	practical work to support	e r		structure of the Earth and	the periodic table to	the periodic tab
		Students will define what a	their ideas.	dg	will explain how different	will explain how different	describe how atoms,	describe how at
		force is and will explore		/le ses	rock types are formed and	rock types are formed and	elements, compounds, and	elements, comp
		different systems that		ov as:	the impact of the conditions	the impact of the conditions	mixtures interact with each	mixtures intera
		involve forces. They will		kn m	they are created in affects	they are created in affects	other. They will learn how	other. They will
		learn that mass and weight	Introduction to Physics:	oo 00	their properties.	their properties.	group 1 and group 7	group 1 and gro
		are not the same and will be	Students will define what	g tl ssr			elements interact with each	elements intera
		able to describe how energy	a force is and will explore	sing Clas	Sound and Light:	Sound and Light:	other to create ionic	other to create
		is stored and transferred.	different systems that	) Sse	Students will explore the	Students will explore the		
		is stored and transferred.	involve forces. They will	SS	-	nature of light and sound as	compounds.	compounds.
			learn that mass and	Α.	-	waves. They will be able to		
			weight are not the same	•		explain how light and sound	Quantifying Energy:	Quantifying End
			and will be able to	ent	are reflected and will	are reflected and will	Students will build upon	Students will bu
				ŭ			the work in the autumn	the work in the
			describe how energy is	i A	understand how white light	understand how white light	term to describe how	term to describ
			stored and transferred.	sse	can be split to form an	can be split to form an	energy is transferred and	
				¥.	infinite number of colours	infinite number of colours	the importance of energy	energy is transf
				ive	that can be mixed.	that can be mixed.	efficiency, power rating	the importance
				hat			and the National Grid's	efficiency, powe
				Juu				and the Nationa
				Summative			role in our national	role in our natio
				e			infrastructure.	infrastructure.
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	assessment, which will be	based assessment, which will	based assessment, which	ta	based assessment, which	based assessment, which	based assessment, which	based assessm
	marked by the teacher.	be marked by the teacher.	will be marked by the	γS	will be marked by the	will be marked by the	will be marked by the	will be marked
	Students will receive feedback	-	teacher. Students will			teacher. Students will	teacher. Students will	teacher. Stude
	on successes and areas		receive feedback on		receive feedback on	receive feedback on	receive feedback on	receive feedba
	requiring further support.		successes and areas		successes and areas	successes and areas		
			requiring further support.		requiring further support.	requiring further support.	successes and areas	successes and a
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					Trust-wide Assessment	Trust-wide Assessment	Trust-wide Assessment	Trust-wide Ass
					Window 1:	Window 1: 22/01/2024-	Window 2: 24/06/2024 -	Window 2: 24/
					22/01/2024-	26/01/2024	28/06/2024	28/06/2024
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Assessment 24/06/2024 – 4 terms. and previous Assessing the knowledge retained over the second term (Classroom assessment) Key Stage 3 Summative Assessments –

## **Student Resources**

#### Further Reading:

- What If by Randall Munroe
- Curious Minds by Jordan Moore
- Ready Player 1 by Ernest Cline
- Horrible Science series by Nick Arnold

# Student extra-curricular opportunities

- Trip to the National Science Museum in London
- KS3 Science Club Caister's own science Taskmaster

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9         Students will discover the understand how will gift and sound are reflected and will understand how will gift and begint to form an infinite number of colours that can be mixed.         Students will discover the wonders of space and planet othis, Pupils built on their knowledge from S2 and will be able to are affected by our moon, and why planets constant, more.         Students will discover the wonders of space and planet othis, Pupils built on their knowledge from striculate how Early S2 and will be able to are affected by our moon, and why planets constant, more.         Students will discover the wonders of space and planet othis, Pupils built on their knowledge from striculate how Early S2 and will be able to are affected by our moon, and why planets constant, more.         Students will accure the space and planet othis, Pupils built on their knowledge from striculate how Early S2 and will be able to are affected by our moon.         Students will accure the space and planet othis, Pupils built on their knowledge from striculate how Early the difference be seesing ad paper to particle actures.         Students will accure the space and planet othis, Pupils built on their knowledge from wore.         Students will accure and why planets constant, more.         Students will accure the space and paper to particle actures.         Students will accure the space and paper to particle actures.         Students will accure the space and paper to particle actures.         Students will head head the space and paper to particle actures.         Students will weekstowee the space and paper to particle actures.         Students will weekstowee the space and paper to particle actures.         Students will weekstowee the space actures.         Students will weekstowee the wonders of spaper and weekstowee theache.				-		Crace:	Crace:	-	•
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9       Students study the three units on a rotation:       Health:       Health:       Health:       Trust-wide Assessment Window 1: 15/01/2024 -19/01/2024       Trust-wide Assessment Window 1: 15/01/2024 -19/01/2024       Trust-wide Assessment Window 2: 17/06/2024 -21/06/2024       Trust-wide Assessment Window 2: 17/06/2024 -21/06/2024       Trust-wide Assessment Window 2: 17/06/2024 -21/06/2024       Trust-wide Assessment Window 2: 15/01/2024       Trust-wide Assessment Window 2: 17/06/2024       Trust-wide									
9       Students study the three units on a rotation:       Health:       Trust-wide Assessment Window 1: 15/01/2024 - 19/01/2024       Trust-wide Assessment Window 1: 15/01/2024 - 21/06/2024 - 21/0			requiring further support.						
9Window 1: 15/01/2024Window 1: 15/01/2024Window 2: 17/06/2024Window 2: 17/06/20249Students study the three units on a rotation:Health: Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. For wour bodies sight the units on a rotation:Students study the three units on a rotation:Window 2: 17/06/2024 17/06/2024Window 2: 17/06/20249Students will understand the different forms of disease that can affect humans and how food is digested.Health: Students will understand the different forms of disease that can affect humans and how food is digested.Health: Students will learn how to of stease that infections. Pupils will be able to state key components of a healthy diet and how food is digested.Students will learn how to construct circuits and calculate current, resistance and voltage. This unit buil upon previous learning in year and prepares students for GCSE terminology.Cell Biology core concepts teurent, resistance and voltage. This unit buil upon previous learning in year and prepares students for GCSE terminology.Cell Biology core concepts teurent, resistance and voltage. This unit buil upon previous learning in year and prepares students for GCSE terminology.Cell Biology core concepts teusestand the internal structures of cells and how materials are transported across the cell membrane. Pupils will be able to accluate turent, resistance and voltage. This unit buil upon previous learning in year and prepares students for GCSE terminology.Cell Biology core concepts teusestand the ecosystem in move teusestand the energy: Students will lexplore				support.	requiring further support.	requiring further support.	requiring further support.	requiring further support.	requiring further s
9Window 1: 15/01/2024Window 1: 15/01/2024Window 2: 17/06/2024Window 2: 17/06/20249Students study the three units on a rotation:Health: Students will understand the different forms of disease can affect humans and how our bodies fight the infections. how torbolies fight the units on a rotation:Health: Students will understand the different forms of disease that can affect humans and how torbolies fight the infections. How will be able to state key components of a healthy diet and how food is digested.Health: Students will leavestigate the different types of reactions:: Students will investigate the different types of freactions and the energy This will form a foundation for ture chemical reactions seen at the further decomposition.Health: Health: Students will investigate the different types of freactions: Students will investigate the different types of freactions at the eraction and the energy: This will form a foundation for ture chemical reactions seen at thermal decomposition.Health: Health: Students will investigate the different types of freactions seen at thermal decomposition.Health: Health: Students will investigate the different types of chemical reaction and the energy: This will form a foundation for ture chemical reactions seen at thermal decomposition.Window 1: 15/01/2024 Vindow 2: 17/06/2024 Students will learn how to construct circuits and calculate current, resistance for GCSE terminology.Students will will we and the internal structures of calculate current, resistance for GCSE terminology.Cell Biology core concepts to and voltage. This unit build upon previous learning in year and prepares students for GCSE terminology. <td< th=""><th></th><th></th><th></th><th></th><th></th><th>Trust-wide Assessment</th><th>Trust-wide Assessment</th><th>Trust-wide Assessment</th><th>Trust-wide Asse</th></td<>						Trust-wide Assessment	Trust-wide Assessment	Trust-wide Assessment	Trust-wide Asse
9       Students study the three units on a rotation:       Health: Students will understand the different forms of disease that can affect humans and how our bodies fight the infections. Pupils will be able components of a healthy diet and how food is digested.       Health: Students will understand the different types of chemical reaction and the energy This will form a foundation for ture chemical reactions seen at at GCSE such as combustion or foundation for future chemical reactions seen at will use data to inform types       Health: Students will needs at GCSE such as combustion or foundation for ture thermal decomposition.       Health: Health: Students will understand the different types of chemical reaction and the energy: This will form a ta GCSE such as combustion or foundation for ture thermal decomposition.       Health: Students will needs to state key components of a healthy diet and how food is digested.       Health: Students will investigate the different types of chemical reaction and the energy: This will form a ta GCSE such as combustion or foundation for thermal decomposition.       Health: Students will investigate the different types of chemical reaction and the energy: This will form a ta GCSE such as combustion or foundation for ture thermal decomposition.       Health: Students will investigate the different types of chemical reaction and the energy: This will form a ta GCSE such as combustion or foundation for furure thermal decomposition.       Health: Students will explore the different thermal decomposition.       Health: Students will explore the different thermal true chemical reactions seen at will use data to inform types       Students will explore the different thermical reactions seen at will use data to inform types       Chemical reactions and the processes that are required to facilitate them. Students will use data to inform									
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9       Can affect humans and how our bodies fight the infections. Pupils will be able to state key components of a healthy diet and how food is digested.       Electricity introduction:       Students will learn how to construct circuits and construct circuits and woltage. This unit build and voltage. This unit build digested.       Students will neverious learning in upon previous learning in year and prepares students will explore the different types of chemical reaction and the energy changes associated with them. This will form a foundation for thure chemical reactions seen at thermal decomposition.       Types of reactions:       Chemical energy: to facilitate them. Students will explore the details of the different types of chemical at GCSE such as combustion or thermal decomposition.       Chemical reactions and the processes that are required to facilitate them. Students will use dat to inform types       Chemical reactions and the energy: will use dat to inform types       Students will use dat to inform types       Students will use dat to inform types       Students will explore the vide corrects to facilitate them. Students       Atomic Structure : structure and radioactivity.       Atomic Structure and radioactivity.			on a rotation:	Students will understand the	Students will understand the	units on a rotation:	units on a rotation:	units on a rotation:	units on a rotatio
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will use data to inform types will use data to inform types will use data to inform types				thermal decomposition.	chemical reactions seen at				
				·		will use data to inform types	will use data to inform types	,	
	L								spile tim tearn th

## thesis and

will explore the of respiration and thesis and how vital for life on pils learn the e between and respiration we use oxygen in reaction.

#### d Non-metals, alkalis:

will investigate rties of metals, alkalis. Pupils will actions and salts hen acids react ific metal.

## / and

- agnetism: ts will describe the oerties of ty and magnetism. learn the uses of ent magnets and rence between nd parallel circuits. erstanding will be to practical skills.
- has a short testessment, which arked by the tudents will edback on and areas further support.

de Assessment 2: 2024 -

study the three rotation:

### gy core concepts

will investigate al structures of now materials are ed across the cell e. Pupils will heir understanding / and how all s interact with one

ructure : will explore the for atomic and radioactivity. learn the basic

#### Further Reading:

- What If by Randall Munroe
- Curious Minds by Jordan  $\triangleright$
- Moore
- Ready Player 2 by Ernest Cline

#### Student extra-curricular opportunities

> Trip to Natural History Museum in London KS3 Science Club – Caister's own science Taskmaster

#### Further Reading:

- > To Kill a Mockingbird by Harper Lee
- $\triangleright$ Mortal Engines by Philip Reeve
- ۶ Nineteen Eighty-Four by George Orwell
- The Knife of Never Letting Go by Patrick Ness Brother in the Land by Robert Swindells
- $\triangleright$ Royal Shakespeare Company: https://www.rsc. org.uk/
- $\triangleright$ Journey's End by R.C. Sheriff Private Peaceful by Michael
- $\geqslant$ Morpurgo
- $\triangleright$ Between Shades of Gray by **Ruta Sepetys**

Students will explore the energy transfers associated with heating and cooling. This unit will build upon pupils understand of states of matter in year 7 and prepare of KS4 knowledge. Simply put will do things melt.	thermal decomposition. Energy- heating and cooling: Students will explore the energy transfers associated with heating and cooling. This unit will build upon pupils understand of states of matter in year 7 and prepare of KS4 knowledge Simply put	graphs. This will be the foundation of future topics such as rates of reaction. Waves Interactions: Students will investigate the properties of waves including the electromagnetic spectrum. Students will use previous	graphs. This will be the	real life example such Chernobyl disaster and radiation from everyday objects. Forces and their effects: Students will investigate the different types of forces and how they act.	gamma. Links are made to real life example such Chernobyl disaster and radiation from everyday objects. Forces and their effects: Students will investigate the different types of forces and how they act.	<ul> <li>Once by Morris Gleitzman</li> <li>The Book Thief by Markus Zusak</li> </ul>
	knowledge. Simply put will do things melt.	knowledge from year 7 & 8 to understand how waves transfer energy and how to calculate wave speed.	knowledge from year 7 & 8 to understand how waves transfer energy and how to calculate wave speed.	Students will calculate the	Students will calculate the forces applied to objects and compare objects weights on different planets. Students will make links to energy and ways to reduces effects of friction.	

	Each unit has a short test-based	Each unit has a short	Each unit has a short test-		Each unit has a short	Each unit has a short test-	Each unit has a short test-	Each unit has a short test
	assessment, which will be marked by	test-based assessment,	based assessment, which		test-based	based assessment, which	based assessment, which	based assessment, which
	the teacher. Students will receive	which will be marked by	will be marked by the		assessment, which will	will be marked by the	will be marked by the	be marked by the teache
	feedback on successes and areas	the teacher. Students	teacher. Students will		be marked by the	teacher. Students will	teacher. Students will	Students will receive
	requiring further support.	will receive feedback on	receive feedback on		teacher. Students will	receive feedback on	receive feedback on	feedback on successes a
		successes and areas	successes and areas		receive feedback on	successes and areas	successes and areas	areas requiring further
		requiring further	requiring further support.		successes and areas		requiring further support.	
		support.	0 1 1 1 1 1 1 1 1		requiring further		5 T T T T T T T T T T T T T T T T T T T	
					support.	Trust-wide Assessment	Trust-wide Assessment	Trust-wide Assessment
						Window 1: 09/01/2023-		
					Truct mide		Window 2: 12/06/2023-	Window 2: 12/06/2023
					Trust-wide	13/01/2023	16/06/2023	16/06/2023
					Assessment			
					Window 1:			
					09/01/2023-			
					13/01/2023			
	Students study the three units on a rotation:	= -	Cell Biology & Infection and		Organisation:	Organisation:	Ecology: Students will explore the	<b>Ecology</b> : Students will explore the
	rotation.	-	response:			Students will develop on		
			Students will explain the different forms of disease		-	previous knowledge of	biological processes that	biological processes that
					of large-scale	large-scale organisation of	go on in ecosystems and	in ecosystems and how the
			that can affect humans and		organisation of the key	the key organ systems in	how they can be	can be evaluated. We eva
		and how our bodies fight			organ systems in our	our bodies and how they	evaluated. We evaluate	human impact on our
		-	infections. Pupils will be able		bodies and how they	work. Pupils will link	human impact on our	environment and underst
10		_	to distinguish between a		work. Pupils will link	previous learning and	environment and	how to make estimate fo
			virus, bacteria and protist.			apply to a whole scale with	understand how to make	population and its import
			Students will also build upon			both animals and plants	estimate for population	to monitor.
			their KS3 cell knowledge and			internal systems. This can	and its importance to	
		cell knowledge and learn				be linked to chemistry and	monitor.	The rate and extent of
			differentiation.					Chemical change:
		differentiation.			-	chemical reactions within	The rate and extent of	Students will Investigate
			Atomic structure review		linked to chemistry and	a system.	Chemical change:	factors that can affect the
			Bonding:		chemical reactions		Students will Investigate	of reaction and how
		Bonding:	Students will Investigate		-	Bioenergetics -		associated energy change
		_	how compounds form and			Respiration:	the rate of reaction and	be calculated. This will be
			the properties compounds.		Bioenergetics -	Students will explore in	how associated energy	linked to industry in the r
			Pupils will explain how ionic,		<b>Respiration</b> :	detail the processes of	changes can be calculated.	
			covalent and metallic bonds		Students will explore in	photosynthesis and	This will be linked to	as chemical energy. Stude
		-	form and represent the			respiration with reference		will gather data and impr
		covalent and metallic	compounds via diagrams.		photosynthesis and	to limiting factors, aerobic		their ability to interpret d
		bonds form and	pupils will learn how and		respiration with	and anaerobic respiration.	chemical energy. Students	
		represent the	why models change and use		reference to limiting	Pupils will make links to	will gather data and	graphs.
		compounds via diagrams.	the atomic model as an		factors, aerobic and	chemistry when	improve their ability to	
		pupils will learn how and	example.		anaerobic respiration.	understanding how our	interpret data and	Forces
		why models change and			Pupils will make links	body used oxygen to	contract data table or	Students will investigate
			Energy: Students will		to chemistry when	produce energy.	graphs.	forces act and their impa
		an example.	Investigate the energy		understanding how our			everyday life in great dep
			transfers that take place in		body used oxygen to	Quantitative Chemistry	Forces	than KS3. We link Newtor
			the world around us and the		produce energy.	Chemical changes:	Students will investigate	laws to learning and prov
			impact they have on our			Students will understand	how forces act and their	practical experience to sh
		transfers that take place	society. Students will use		Quantitative	the industrial process of		motion. With this
		in the world around us	their knowledge and apply to		Chemistry	electrolysis and the	great depth than KS3. We	understanding we justify
		and the impact they have	practical skills to gather data	sut	Chemical changes:	calculations that underpin	link Newton's laws to	predictions with calculati
		on our society. Students	for equation practice.	Ĕ	Students will	chemistry. We will predict	learning and provide	practice.
		will use their knowledge	Electricity: Students will	Assessment	understand the	salts and write a	practical experience to	
		and apply to practical	explore electricity in terms	SS			show motion. With this	
		skills to gather data for	of resistance, energy		-	comprehensive method	understanding we justify	
		equation practice.	transfer and power.	Formal		for pupils practical skills.	predictions with	
		Electricity: Students	Students will use their	For		Particle model: Students	calculation practice.	
		will explore electricity	knowledge and apply to	2		will understand the		
		in terms of resistance,	practical skills to gather	ž	We will predict salts	particular nature of matter	·	
		energy transfer and	data for equation practice.		and write a	and how it relates to		
		power. Students will	auto for equation practice.		comprehensive	material design.		
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est-		Further Reading:
ich will		Year 9 Knowledge organisers term 1
her.		KS4 Homework support guide
		Current 'Science journals for kids
and		
r		
		Student extra-curricular opportunities
		Student extra-curricular opportunities
nt		Harry Potter at Warner Bros. Studio
23-		KS3 Science Club – Caister's own science
		Taskmaster
		Further Reading:
ne		KS4 Homework support guide
at go on		Current 'Science journals for kids
they		Zoo ecology trip at Banham
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	KS4 Formal assessments	
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		use their knowledge and apply to practical skills to gather data for equation practice.		method for pupils practical skills. <b>Particle model:</b> Students will understand the particular nature of matter and how it relates to material design. Atomic structure: Explore the evidence for atomic structure and radioactivity in great depth than KS3.	Atomic structure: Explore the evidence for atomic structure and radioactivity in great depth than KS3.		
	Each unit has a short test-based assessment, which will be marked by the teacher. Students will receive feedback on successes and areas requiring further support. Trust-wide Assessment Window 1: 07/11/2022- 18/11/2021, Exam based on Paper 1 content	which will be marked by	Each unit has a short test- based assessment, which will be marked by the teacher. Students will receive feedback on successes and areas requiring further support. Trust-wide Assessment Window 1: 07/11/2022- 18/11/2021, Exam based on Paper 1 content	assessment, which will be marked by the teacher. Students will receive feedback on	based assessment, which	based assessment, which will be marked by the teacher. Students will receive feedback on successes and areas	Each unit has a short ter based assessment, whic be marked by the teach Students will receive feedback on successes a areas requiring further support. Trust-wide Assessmen Window 2: 3/07/2023 14/07/2023- Full Pape
11	Extending and Preparing – In Year 11 students complete their final units of GCSE English Literature, looking at the two poetry units. Following this, students are then taken through an extended period of revision, bespoke to the needs of individuals and/or classes. Revision focuses on both GCSE English Language and Literature skills.	Chemistry of the atmosphere & Using resources: Evaluate the use of finite and renewable resources and create LCA's for products.	targeted to the need at academy, class and pupil level. Targeted to the need at academy, class and pupil level.	Question level analysis of mock exams used to design and deliver bespoke targeted intervention program targeted to the need at academy, class and pupil level. Targeted to the need at academy,	design and deliver bespoke targeted intervention program targeted to the need at academy, class and pupil	Exam prep Question level analysis of mock exams used to design and deliver bespoke targeted intervention program targeted to the need at academy, class and pupil level. Targeted to the need at academy, class and pupil level.	Exam prep Question level analysis of mock exams used to des and deliver bespoke targ intervention program ta to the need at academy, and pupil level. Targeted the need at academy, cla and pupil level.

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	targeted to the need at academy, class and pupil level. Targeted to the need at academy, class and pupil level.					
Each unit has a short test-based assessment, which will be marked by the teacher. Students will receive feedback on successes and areas requiring further support. Trust-wide Assessment Window 1: 5/12/2022- 16/12/2022, (Full Paper 1	the teacher. Students	Each unit has a short test- based assessment, which will be marked by the teacher. Students will receive feedback on successes and areas requiring further support.	test-based assessment, which will be marked by the teacher. Students will receive feedback on	based assessment, which will be marked by the teacher. Students will receive feedback on successes and areas	Each unit has a short test- based assessment, which will be marked by the teacher. Students will receive feedback on successes and areas requiring further support.	
exam)	Trust-wide Assessment Window 1: 5/12/2022- 16/12/2022, (Full Paper 1 exam)	Trust-wide Assessment Window 1: 5/12/2022- 16/12/2022, (Full Paper 1 exam)	support. Trust-wide	Trust-wide Assessment Window 1: 5/12/2022- 16/12/2022, (Full Paper 1 exam)	Trust-wide Assessment Window 1: 5/12/2022- 16/12/2022, (Full Paper 1 exam)	