

Key Stage 5 Curriculum Map 2021-22

Year 13 A level Biology

Term 2

Subject: Biology		Year: 13	
Focus/Topic	UAE Links	HPL Links	Home Learning / Reading
<ul style="list-style-type: none"> The carbon cycle The greenhouse effect and global warming The nitrogen cycle Principles of homeostasis The principles of feedback mechanisms 	Justify how the UAE is lowering it's carbon emissions and impact on the planet.	VAA: Empathetic Collaborative: <i>The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.</i>	Guided reading
<ul style="list-style-type: none"> Use of natural and artificial fertilisers Environmental consequences of using nitrogen fertilisers Nutrient cycles end of topic test and feedback The need to control blood glucose concentration Hormones and the regulation of glucose. 	Research what type of fertilisers the UAE use and justify how they could improve their farming practice to make them more sustainable		Guided reading
<ul style="list-style-type: none"> Revision of unit 3 so far for the mock Control of heart rate Homeostasis and negative feedback end of topic test and feedback 	Research and outline diabetes in the UAE.		ACP: Analysing Critical thinking: <i>The ability to deduct, hypothesise, reason, seek supporting evidence</i>
MOCKS			
MOCKS			
Mid Term Break			
Review of the mocks		VAA: Agile Open minded: <i>The ability to take an objective view of different ideas and beliefs; become more</i>	Guided reading
<ul style="list-style-type: none"> Studying inheritance Monoybrid inheritance Sex inheritance and sex linkage Epigenetic control of gene expression 	Explore why UAE ancestry can be traced back to Africa		Guided reading

<ul style="list-style-type: none"> • Hormones and RNA interference 		<i>receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.</i> ACP: Linking Connection finding: <i>The ability to use connections from past experiences to seek possible generalisations</i>	
<ul style="list-style-type: none"> • Co-dominance and multiple alleles • Dihybrid crosses and gene interactions • Allele frequency and population genetics • Totipotency and cell specialism • Control of transcription and translation end of topic test and feedback 	Evaluate the storage of lipids in a camel's hump.		Guided reading
<ul style="list-style-type: none"> • Selection • Speciation • Inheritance and selection end of topic test • Producing DNA fragments • In vitro gene cloning – the polymerase chain reaction 	Use the theories of selection and speciation to justify why a camel looks the way it does.		Guided reading
<ul style="list-style-type: none"> • In vivo gene cloning – the use of vectors • Use of recombinant DNA technology • Recombinant DNA technology end of topic test and feedback 	Why is researching in vivo gene cloning important to the UAE?		Guided reading
<ul style="list-style-type: none"> • Revision of unit 3 • Revision of unit 4 	Create a summary of how unit 3 and unit 4 link to the UAE		Guided reading
End of term 2			