



KS4 Curriculum: Chemistry

Curriculum Vision

To develop:

1. Good Chemists who have an interest and understanding of the relevance of chemistry in daily life.
2. Students who are able to work independently.
3. Students who are able to take risks and be confident enough to tackle tasks.
4. Students who are motivated to research and learn beyond the specifications (for its own sake).
5. Students who are scientifically literate and confident with scientific language.
6. Students who are equipped with the knowledge and skills to move on to careers or further education in sciences, engineering and medicine.

The outcome of this should be to:

1. Have outstanding results at both GCSE and A level.
2. Majority of students to achieve their target grade or better.
3. Maintain or increase uptake of chemistry by high calibre students at A level.

At KS4 we follow the AQA GCSE in Chemistry which is in line with the other 3 sciences. This course is a challenging GCSE and prepares student well for A level study and is appropriate for the able students at this school.

Extra support is offered at key times around revision where necessary.

Curriculum Profile

Year 10

Autumn Term 1	Autumn Term 2
Bonding and structure	Quantitative chemistry

Spring Term 1	Spring Term 2
Organic chemistry Rates of reaction	Rates of reaction Energetics

Summer Term 1	Summer Term 2
Energetics Reactions of acids	Further organic chemistry The periodic table

Year 11

Autumn Term 1	Autumn Term 2
Analysis	Electrochemistry

Spring Term 1	Spring Term 2
Equilibria Resources and sustainability	Resources and sustainability Revision and practice papers

Summer Term 1	Summer Term 2
Revision and Examination technique	Public Examinations

Please note that this timeline may be subject to change.

Assessment and Feedback

All students will:

- have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight). This includes an end of topic test at half termly intervals.
- receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources to support learning beyond the classroom

[AQA | GCSE | Chemistry | Specification at a glance](#)

[GCSE Chemistry \(Single Science\) - AQA - BBC Bitesize](#)

[Chemguide: core chemistry 14-16: Main Menu](#)

[AQA GCSE \(9-1\) Chemistry Revision - PMT \(physicsandmathstutor.com\)](#)

[cognitoedu.org](#)