



KS5 Curriculum: Chemistry

Curriculum Vision

We currently follow the AQA Chemistry course which is a challenging A level course suitable for academically able students.

Ambitions

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.

Curriculum Profile

Year 12

Autumn Term 1	Autumn Term 2
Atomic Structure Amount of Substance	Bonding Periodicity

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Spring Term 1	Spring Term 2
Redox Group 2 Group 7 Introduction to organic chemistry Alkanes	Equilibria Haloalkanes Alkenes Alcohols

Summer Term 1	Summer Term 2
Electrode Potentials Organic Analysis	Energetics Aromatic chemistry

Year 13

Autumn Term 1	Autumn Term 2
Carbonyls and carboxylic acids Transition metals	Transition metals continued Amines

Spring Term 1	Spring Term 2
Polymers Biochemistry Kinetics	Acids and bases Organic Synthesis

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 end of topic tests.
- 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

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/specification-at-a-glance>

[chemguide: helping you to understand Chemistry - Main Menu](#)

[Physics Revision - PMT \(physicsandmathstutor.com\)](#)

[MaChemGuy - YouTube](#)

[Khan Academy - YouTube](#)