Chemistry - YEAR 12 Curriculum Plan – 2025-26

	Term 1							Term 2								Term 3						Term 4						Term 5						Term 6						
	AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Unit description	Chapter 2 Atoms, ions and compounds Chapter 3 Amount of substance Chapter 11 Basic concepts Chapter 12 Alkanes							Chapter 3 Amount of substance Chapter 4 Acids and Redox Chapter 13 Alkenes Chapter 14 Alcohols								Chapter 5 Electrons and bonding Chapter 6 Shapes of molecules Chapter 15 Haloalkanes						Chapter 7 Periodicity Chapter 8 Reactivity trends Chapter 16 Organic synthesis						Chapter 9 Enthalpy Chapter 10 Rates and equilibrium Chapter 17 Spectroscopy						Chapter 18 Rates Chapter 25 Aromatic chemistry						
Assessment	End of Chapter/Kerboodle Folder check Year 11 into 12 Assessment Six Week Test PAG 1.2, 1.3 Independent Research Task – Models of Atomic Structure							End of Chapter/Kerboodle Progress tests (C2-4), (C11-12) and (C13) PAG 2.1, 2.2 and 5.3								End of Chapter/Kerboodle Combined Multiple Choice Test Progress test (C14) PAG 5.1, 7.1						End of Chapter/Kerboodle Progress tests (C5- 6), (C15) and (C16) PAG 4.1, 4.2						End of Chapter/Kerboodle Progress test (C7-8) End of Module test/progress test (C17) Start Synoptic Questions PAG 3.1, 3.2 and 3.3						End of Chapter/Kerboodle Yr12 Mock Exams Assessed homework (Chapter 9-10) Regular Synoptic Questions PAG 9.2, 10.1 and 6.3. Planning PAG 12.1						

Assessment types:

Homework questions

Whole class Folder check

Formal assessment under exam conditions

Assessments towards Practical Endorsement

Bishop Stopford School

faith | justice | responsibility | truth | compassion

Science Faculty

Curriculum – Key Stage Five

Chemistry - YEAR 13 Curriculum Plan – 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6 7
Unit description	Chapter 18 Rates Chapter 19 Equilibrium Chapter 25 Aromatic chemistry Chapter 26 Carbonyls and carboxylic acids	Chapter 20 Acids, bases and pH Chapter 21 Buffers and neutralisation Chapter 27 Amines, amino acids and proteins	Chapter 22 Enthalpy and entropy Chapter 28 Organic synthesis Chapter 29 Chromatography and spectroscopy	Chapter 23 Redox and electrode potentials Chapter 24 Transition elements	Revision and examination questions	
Assessment	End of Chapter/Kerboodle Progress test (C18-19) and (C25) Continue synoptic questions. PAG 9.1, 9.3, 10.1, 10.3, 6.3 7.2	End of Chapter/Kerboodle Progress test (C20-21) and (C26-27) Continue synoptic questions. PAG 11.1, 11.2 11.3	End of Chapter/Kerboodle Mock exams Progress test (C28-29) Continue synoptic questions.	End of Chapter/Kerboodle Progress Test (C22-23) Unified Paper (in class) Continue synoptic questions. PAG 8.1, 8.2, 8.3	Practical endorsement deadline	

Assessment types .

Homework questions

Formal assessment under exam conditions

Assessments towards Practical Endorsement

>Something More? KS5 Science

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on experiences, beliefs and purpose and to contemplate big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity**.**

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

1) Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs/creativity**.**
   Celebrating individuals within all sciences, through the development of atomic, structure, evolution, DNA/genetics, electricity. Electromagnetism and climate change

2) Promoting open-ended discussions rather than just seeking right answers.
   Ethical discussions around assisted reproduction, climate change and genetics. Encourages our students to consider other sides and opinions and how science can be used ethically to allow informed discussions to be made

3) Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.
   Trips to Lectures on Science in our society, exploring how science is relevant and important to our understanding of the world and how societies are interdependent and have an equal role and impact

4) Encouraging self-awareness, emotional intelligence, and moral reasoning.
   Evaluating and debating the use of scientific developments, such as IVF, from many different points of view. Students are encouraged to seek the true through a range of medias, view different sides and consider our own bias