Curriculum Content Map		р						Subject: Year 11 Combined Physics					
Month			September	Term 1 October	November	December	January	Term 2 February March		April	May	Term 3 June	July
	Units of Work		Chapter 9 - Motion Chapter 10 - Force and motion	Chapter 10 - Force and motion Chapter 11 - Wove properties	Chapter 12 - Electromagnetic waves	Revision and mocks	Chapter 13 - Electromagnetism	Revision Biology Revision Chemistry Revision Physics	Revision Biology Revision Chemistry Revision Physics	Revision Biology Revision Chemistry Revision Physics	Revision Biology Revision Chemistry Revision Physics	Revision Biology Revision Chemistry Revision Physics	Revision Biology Revision Chemistry Revision Physics
Cultural Transmission	National Curriculum area – KSA		accelerations in everyday contexts interpreting unattitatively graphs of distance, time, and speed distance, time, and speed	accelerations in everyday contexts interpreting quantitatively graphs of distance, time, and speed acceleration caused by forces; Newton's First Law weight and gravitational field strength decelerations and braking distances	amplitude, wavelength, frequency, relating velocity to frequency and wavelength except post frequency and wavelength relatives and longitudinal waves electromagnetic wwws. velocity in vacuum; waves transferring energy, wavelengths and frequencies from add to gamma-ray vuses in the radio, microwave, infra-red, vusible, ultra-volet, k-ray and gammaray regions, have a seen to be a s		Fores and fields: electrostatic, magnetic, prairly Magnetism and electromagnetism *exploring the magnetic flelds of permanent and induced magnetic, and the Earth's magnetic fleld, using a compass * magnetic effects of currents, how solenoids enhance the effect	Tenchers will plan nethodual lessors dependent on the strengths and weaknesses of inchividual groups	Teachers will plan individual lessors dependent on the strengths and weaknesses of individual groups	Teachers will plan individual lessons dependent on the strengths and weakinesses of individual groups			
	Substantive Knowledge	The What!	followed resultant forces and their connection to acceleration	The difference between scalars and vectors followed resultant forces and their connection to acceleration with the control of	spectrum and their uses • How to calculate frequency of electromagnetic waves		*The force rule for two magnetic poles near each other. *The pattern of magnetic field lines around a bar magnet. *The pattern of magnetic field sees around a bar magnet. **Anta induced magnetics mid consider the pattern of a magnetic field around a wire carrying a current and in and around a solenoid. * how the strength and direction of the field wireles with position and with the current. * what a uniform magnetic field is * * * * * * * * * * * * * * * * * *						
	Disciplinary knowledge	The How!	graphs and use data collected from the graphs in calculations, including examples where speed is changing. Students have analyzed the motion of objects in depth starting from a recap of the concept of speed and this relationship to distance travelled and time taken. The representation of motion using distance-time graphs representing single and multiple objects has been analyzed	travelled and time taken. The representation of motion using distance-time graphs representing single and multiple objects has been analysed to give detailed descriptions of the movement of the objects. The students have defined acceleration in terms of changes in velocity before analysing it graphically and mathematically. Higher tier students have also outlined circular motion in terms of constant acceleration but with	properties including wavelength, amplitude, wavespeed and frequency. Students will manipulate the wave equation to calculate all values. Students have studied wave properties before and will build on knowledge from K33 to include practical uses of the parts of the electromagnetic spectrum and understand the dangers of some of these waves linked to	questions	Students will investigate magnetic fields around bar magnets and current carriera wires, politing free fields where appropriate They will use the force equation to calculate angapetic flux density. They will be able to demonstrate Flemming's left hand rule	Students will complete a range of activities such as long answer examination questions, multiuple choice questions and short answer questions	Students will complete a range of activities such as long answer examination questions, multuiple choice questions and short answer questions	Students will complete a range of activities such as long answer examination questions, multiuple choice questions and short answer questions			
	e Sequencing (Flow)	Retrieval & E.Mension	1.1 Speed 1.2 Gravity 1.3 Contact forces 3.4 Energy transfer 1.1 speed 1.2 gravity 1.3 gravity forces	KS3: 1.1 Speed	IS3: 3.4 Energy transfer 4.3 Wave Effect 4.4 Wave Properties		2.1 potential difference and resistance 2.2 current 2.1 Potential difference and resistance 2.2 current 2.4 Electromagnets AP2-Paper 1		Mock examinations (papers 1 and 2)	GCSE Papers	GCSE Papers	GCSE Papers	GCSE Pagers
	Summative Assessment	A.							(g-y				
Personal Empowerment	Virtue	reflect, think deeply and critical about an issue.	Friendliness and Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
	Link to Virtue	The opportunity to refi	Students will need to demonstrate friendliness and civility as they work in groups to complete a variety of different practical. They will need to demonstrate civility as they work towards a method to ensure they are civil with each other to achieve a common goal.	Students will demonstrate truthfulness within their work as they reflect on their finding within an investigation. Students will look at the justice on each results and determine if they are reaching their full potential.	their learning. Students will need to demonstrate their understanding of the	Students will need to demonstrate generosity of as they work with groups and demonstrate their understanding of their learning. They will need to be generous with their time and comments towards each other	Student will demonstrate good speech within their lessons by demonstrating their key words within lessons and their work	towards a practical to achieve the	and coming exams. Students will need to revise in their own time and ensure they are	Students will need to aim high for their up and coming exams. Students will need to revise in their own time and ensure they are fully prepared for their GCSES	and coming exams. Students will need to	Students will need to aim high for their up and coming exams. Students will need to revise in their own time and ensure they are fully prepared for their GCSES	Students will need to aim high for their up and coming exams. Students will need to revise in their own time and ensure they are fully prepared for their GCSES
Preparation for Work	Skill	le skills	Listening Students will need to listen to each other	Leadership Students will lead their learning to ensure	Problem-Solving Students will need to use their problem-	Creativity Students will need to be creative when	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
	Link to Skill	Transferabl		Students will lead their learning to ensure they are secure in building on previous knowledge.		Students will need to be creative when using their notes to revise for the mock examinations and use active learning techniques.	Students will need to stay positive as the learn new key words and definitions. Building on their previous knowledge	Students will need to demonstrate good speaking when working with others and demonstrate what knowledge they understand and what they need help with in prepare.					
Preparation for Citizenship	SMSC & British	ing opinions on ent issues											
Pre, for Ci	Link to SMSC & British Values	Developi											