The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith an
love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Biology
Year Group	Year 11
Intent	Successful and resilient learners: who use biological knowledge and scientific skills to investigate the living world and solve problems. Confident individuals: who explain how cells, organ systems and ecosystems function, communicate their reasoning and evaluate biological evidence. Responsible citizens: who consider the ethical and environmental implications of biology and use evidence to make informed decisions about health, biodiversity and sustainability.

Narrative	Learners begin with variation, natural selection, evolution and classification, applying their knowledge of inheritance from Year 10. Ecology then develops their understanding of interdependence, adaptations, population sampling, material cycles and human impacts on biodiversity. Learning draws together cells, organisation, bioenergetics and genetics. Learners evaluate evidence for scientific explanations and consider the benefits, limitations and ethical issues associated with biological applications. Mock feedback and targeted revision guide preparation for both GCSE papers. Separate Science learners also study the additional ecology content, including trophic levels, food security and sustainable food production. This supports progression to further study and informed decisions about health and the environment.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Variation, natural selection, evolution, extinction, fossils and antibiotic resistance.	Selective breeding, genetic engineering and classification; mock preparation and feedback.	Ecology: communities, competition, adaptations, distribution and population sampling.	Ecosystems, carbon and water cycles, biodiversity and human impacts; Separate Science ecology extensions.	Targeted revision: both GCSE papers, practical skills, mathematics and extended responses.	GCSE examination preparation and examinations; final review of identified gaps.
Key skills	Explain selection using variation and inheritance; interpret fossil and resistance evidence.	Evaluate biotechnology; compare classification systems; use feedback to identify learning gaps.	Use quadrats and transects; estimate population sizes; identify sampling bias and evaluate evidence.	Interpret ecological data; explain cycles; evaluate conservation and sustainability proposals.	Apply knowledge to unfamiliar contexts; analyse practical data; plan clear, justified answers.	Manage time; check calculations and units; respond precisely to command words.

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cultural capital and careers	Darwin and Wallace; evolutionary biology and the challenge of antimicrobial resistance.	Biotechnology, agriculture and classification; ethical discussion of genetic modification.	Ecologists and environmental surveyors; understanding local habitats.	Conservation, climate science and food security; sustainable use of resources.	Routes into healthcare, environmental science and further study; independent learning habits.	Progression to A levels and vocational science; transferable analytical and organisational skills.
Assessment	Topic checks; exam and practical questions.	Mock assessment, question-level analysis and recovery.	Topic assessment; targeted checks of identified gaps.	Mock or cumulative exam practice; feedback and recovery.	GCSE preparation and examinations, following the exam timetable.	GCSE examinations and final targeted support.