

**Biology**  
**Year 9 curriculum map**

Year 9	T1	T2	T3	T4	T5	T6
Content / Topic for Term	Cells	Cells (cont)	Organisation	Organisation (cont)	Infection and response (cont)	Infection and response (cont)
Key Knowledge for acquisition, recall and application in assessment or exam	<p>Working scientifically</p> <ul style="list-style-type: none"> <li>• five lessons of practical skills</li> </ul> <p>Cells</p> <ul style="list-style-type: none"> <li>• plant and animal cells</li> <li>• eukaryotes and prokaryotes</li> <li>• microscopy</li> <li>• cell specialisation</li> </ul>	<p>Cells (cont)</p> <ul style="list-style-type: none"> <li>• transport in cells</li> <li>• osmosis</li> <li>• active transport</li> <li>• cell division</li> <li>• stem cells</li> </ul>	<p>Organisation</p> <ul style="list-style-type: none"> <li>• organisation hierarchy</li> <li>• plant tissues and transport</li> <li>• digestive system</li> <li>• the stomach</li> <li>• food tests</li> <li>• enzymes</li> </ul>	<p>Organisation (cont)</p> <ul style="list-style-type: none"> <li>• heart structure</li> <li>• blood and vessels</li> <li>• heart disease</li> <li>• lung structure and function</li> </ul>	<p>Infection and response</p> <ul style="list-style-type: none"> <li>• microbes and pathogens</li> <li>• spreading disease</li> <li>• body defences</li> <li>• white blood cells</li> <li>• aseptic techniques</li> <li>• vaccination</li> <li>• antibiotics and painkillers</li> <li>• resistant bacteria</li> <li>• antibiotics</li> </ul>	<p>Infection and response (cont)</p> <ul style="list-style-type: none"> <li>• Non-communicable diseases</li> <li>• lifestyle and cancer</li> <li>• developing drugs</li> <li>• monoclonal antibodies</li> <li>• plant minerals and disease</li> <li>• plant defences</li> </ul>
Key skills to apply in assessment or exam	<ul style="list-style-type: none"> <li>• Use scientific vocabulary, terminology and definitions.</li> <li>• Recognise the importance of peer review of results and of communicating results to a</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary, terminology and definitions.</li> <li>• Use prefixes and powers of ten for orders of magnitude (eg tera, giga, mega, kilo, centi, milli, micro and nano)</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary, terminology and definitions.</li> <li>• Interpreting observations and other data (presented in verbal, diagrammatic, graphical,</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary, terminology and definitions.</li> <li>• Explain every day and technological applications of science; evaluate associated personal, social, economic and</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary, terminology and definitions.</li> <li>• Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary, terminology and definitions.</li> <li>• Explain every day and technological applications of science; evaluate associated personal, social, economic and</li> </ul>

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	range of audiences. • Explain every day and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments.	• Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.	symbolic or numerical form), including identifying patterns and trends, making inferences and drawing conclusions.	environmental implications; and make decisions based on the evaluation of evidence and arguments.	and consequences.	environmental implications; and make decisions based on the evaluation of evidence and arguments.
Title of Knowledge Organiser	• Cells	• Cells	• Organisation	• Organisation	• Infection and response	• Infection and response