INTENT-

- To develop knowledge and understanding of key scientific principles in the AQA Physics specification
- To gain proficiency of skills needed to complete assessment points and access various required practicals
- To gain confidence and enjoyment of the subject and inspire further study nost-18

The bigger pictur

Year 13 curriculum is a continuance of the AQA AS Physics curriculum. Many concepts are revisited albeit in more detail to allow students an even deeper understanding of the topic. Students will develop key mathematical skills and problem solving skills in order to explain familiar and unfamiliar scenarios.

Bilton School Planning for Progress over Time Programme of Study 2024/25

| | | | | | seque | ences, Fu | | | | ٨ | luclear | | r m 2 cs + Astr | ophysics | ; | | | | Teri | | | | | | | • | Term | 4 | | | | | Те | rm 5 | | | | | | Term | 6 | | |
|---|---|---|-----------------------------------|---------------------------------------|---------------|--|-------------------------|--|--------------------|--------------|---------------------------------|------------|---|------------|-----------------------------|---------------------|---|--|------------------|------------------|----------------------------|------------------|--------------------|------------|------------|--|--|-------------|-------------|-------------|---------------------|-------------|-------------|-------------|------------|----------|------------|------------|------------|------------|------------|------------|------------|
| KS5 | 02/09/2024 | 09/09/2024 | 16/09/2024 | 23/09/2024 | 30/09/2024 | 07/10/2024 | 14/10/2024 | 21/10/2024 | HOLIDAY: 1 WEEK | 04/11/2024 | 11/11/2024 | 18/11/2024 | 25/11/2024 | 02/12/2024 | 16/12/2024 | HOLIDAY: 2 WEEKS | 06/01/2025 | 13/01/2025 | 20/01/2025 | 27/01/2025 | 03/02/2025 | 10/02/2025 | HOLIDAY: 1 WEEK | 24/02/2025 | 03/03/2025 | 10/03/2025 | 17/03/2025 | 24/03/2025 | 31/03/2025 | 07/04/2025 | HOLIDAY: 2 WEEKS | 28/04/2025 | 05/05/2025 | 12/05/2025 | 19/05/2025 | HOLIDAY: | 02/06/2025 | 09/06/2025 | 16/06/2025 | 23/06/2025 | 30/06/2025 | 07/07/2025 | 14/07/2025 |
| Year 13 | L1 + L2 E,Fields + L1 + L2 Magnetic fields | L3 + L4 Magnetic fields + L5 Flux density RP + L6 Magnetic fields | ctric fields RP + Revise fields + | L1 + L2 Circular Motion + L3 + L4 SHM | + L6 + L7 SHM | L8 SHM + MT + L9 Thermal energy + Feedback | ıal energy + L12 + 13 1 | L14 Boyles Iaw RG + L15 Gases + L16 F. Mechanics + Thermal Revision + ET | | <u>-</u> ⋅ | PPE Revision + Capacitance RP | PPE1 | PPE] | lipsics t | sics + L3 + L4 Astrophysics | | L5 + L6 Astrophysics + L7 + L8 Astrophysics | L9 + L10 Astrophysics + Astrophysics revision, Astrophysics ET | Paper 1 Revision | Paper 2 Revision | Paper 1 & Paper 2 Revision | Paper 3 Revision | | PPE2 | PPE2 | Required Practical revision / Catch-up | Required Practical revision / Catch-up | PPQ Paper 1 | PPQ Paper 1 | PPQ Paper 2 | | PPQ Paper 2 | PPQ Paper 3 | PPQ Paper 3 | | | | | | | | | |
| Progress and assessment Required Practical (RP) | Fol | End of topic test (ETT) Follow on questions to test previous knowledge through the Unit. Follow on questions to test previous knowledge through the Unit. Follow on questions to test previous knowledge through the Unit. | | | | | | Follow on questions to test previous knowledge through the Unit. | | | | | End of topic test (ETT) Follow on questions to test previous knowledge through the Unit. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homework (ensure that this is NC stand alone, but clear advances or embeds knowledge and understanding) | Flux Linkage Simple Harmonic Motion Up Learn to be used during study sessions. | | | | | | Jp Le | Ca arn t | apaci | used (| | | _ | | earn to | | sed du | ıring | | | 1 . | Leari | | e use | ed du | ıring st | udy | | | | | | | | | | | | | | | | |

| | Fields and their Consequences - | Nuclear Physics – |
|---------------------------|---|--|
| Key Vocabulary/literac | Back Emf | Activity |
| y opportunities | Capacitance, C | Alpha Decay |
| 7 117 | Coulomb's Law | Atomic Mass Unit |
| | | |
| | Cyclotron | Background Radiation |
| | Dielectric | Beta Decay University of the Control |
| | Electrical Conductor | Binding Energy Binding Energy |
| | Electrical Insulator | Chain Reaction Chain Reaction |
| | Electric Field | Closest Approach |
| | Electric Field Strength, E (at a point in | Contamination |
| | the field) | Control Rods Control Rods |
| | Electric Potential, V (at a point in the | Coolant |
| | field) | Critical Mass |
| | | |
| | Electromagnetic Induction | Electron Capture |
| | Equipotential | Fission |
| | Escape Velocity | Fusion |
| | Faraday's Law | Gamma Decay Gamma Decay |
| | Field Line / Line of Force | Half-Life Half-L |
| | Force Field | Inverse Square-Law |
| | Geostationary Satellite | Mass Defect |
| | Gravitational Field | Moderator |
| | Gravitational Field Strength | Radioactive Dating |
| | Gravitational Potential, V (at a point in | Radioactive Waste |
| | the field) | Random Nature of radioactive |
| | | |
| | Gravitational Potential Energy | Decay State of a state |
| | Kepler's Third Law | Rutherford scattering |
| | Lenz's Law | |
| | Magnetic Field | Astrophysics – |
| | Magnetic Flux, φ | Absolute Magnitude (M) |
| | Magnetic Flux Density, B | Achromatic Doublet |
| | Magnetic Flux Linkage, N φ | Apparent Magnitude (m) |
| | Motor Effect | Arcsecond |
| | Permittivity of free space, ε 0 | Astronomical Unit (AU): |
| | Polarised | Big Bang Theory |
| | Potential Gradient | Binary Star System |
| | Radial Field | Black Body Radiator |
| | | |
| | Relative Permittivity | Black Hole Occupation Profile at the ATA Income. |
| | Step-down Transformer | Cassegrain Reflecting Telescope |
| | Step-up Transformer | Charge-Coupled Device (CCD) |
| | Synchronous Orbit | Chromatic Aberration |
| | Time Constant | Collecting Power Collec |
| | Uniform Field | Concave/Diverging Lens Concave/Diverging Lens |
| | | Convex/Converging Lens Convex/Converging Lens |
| | <u>Further Mechanics –</u> | Cosmological Microwave |
| | Angular Speed | Background Radiation (CMBR) |
| | Centripetal Acceleration | Doppler Effect ' ' |
| | Centripetal Force | Eclipsing Binaries |
| | Critical Damping | Event Horizon |
| | Damping | Exoplanet |
| | Forced Vibrations | Eyepiece Lens |
| | Free Vibrations | |
| | | Focal Length (f) |
| | Overdamping | Hipparcos Scale |
| | Radian | Hubble's Law |
| | Resonance | Hydrogen Balmer Spectrum Under Spect |
| | Simple Harmonic Motion | Intensity Intens |
| | Underdamping | Lens Power Lens Power |
| | | Light Year (ly) |
| | Thermal Physics – | Long-Lived Gamma Ray Burst |
| | Absolute Zero | Luminosity |
| | Avogadro Constant | Magnifying Power/Angular |
| | Boltzmann Constant | Magnification (M) |
| | Boyle's Law | Main Sequence Star |
| | Brownian Motion | Neutron Star |
| | | |
| | Charles' Law | Normal Adjustment |
| | Ideal Gas | Objective Lens |

| | Kelvin Scale | Parallax | | | | |
|----------------------|---|--|---|--|--|--|
| | Molar Gas Constant | | | | | |
| | | Parsec (pc) | | | | |
| | Molar Mass | Primary Mirror | | | | |
| | Molecular Mass | Principal Axis | | | | |
| ' | Pressure Law | Principal Focus (F) | | | | |
| ' | Specific Heat Capacity | Protostar | | | | |
| | Specific Latent Heat | Quantum Efficiency | | | | |
| | State Changes | Quasar | | | | |
| | | Radial Velocity Method | | | | |
| | | Rayleigh Criterion | | | | |
| | | Real Image | | | | |
| | | Red Giant | | | | |
| | | | | | | |
| | | Red Shift (z) | | | | |
| | | Red Supergiant | | | | |
| 1 | | Reflecting Telescope | | | | |
| | | Refracting Telescope | | | | |
| | | Resolving Power | | | | |
| | | Schwarzschild Radius (RS) | | | | |
| | | Short-Lived Gamma Ray Burst | | | | |
| | | Spectroscopic Binaries | | | | |
| | | Spherical Aberration | | | | |
| | | Stefan's Law | | | | |
| | | Supernova | | | | |
| | | Transit Method | | | | |
| | | Type I Supernova | | | | |
| | | | | | | |
| | | Type Ia Supernova | | | | |
| | | Type II Supernova | | | | |
| | | Virtual Image | | | | |
| | | White Dwarf | | | | |
| | | Wien's Displacement Law | | | | |
| Connected | KS3 - | KS3 - | | | | |
| knowledge | Magnetism and Electromagnetism, | Particles, Atoms and Elements. | | | | |
| | Electricity, Forces and Motion, | · · | | | | |
| | | KS4- | | | | |
| | Energy. | | | | | |
| ' | | Atomic Structure (P1). | | | | |
| ' | KS4 – | | | | | |
| i i | 1 | | | | | |
| | | KS5 – | | | | |
| | Magnetism and Electromagnetism, | | | | | |
| | Magnetism and Electromagnetism, Electricity, Forces and Motion, | KS5 – Particles and Radiation, Waves. | | | | |
| | Magnetism and Electromagnetism, | | | | | |
| | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. | | | | | |
| | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | | | | | |
| | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. | | | | | |
| Spiritual, Moral, | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Particles and Radiation, Waves. | Understand how the | | | |
| Social and | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Particles and Radiation, Waves. Understand the importance of | Understand how the | | | |
| | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Understand the importance of the different parts of the EM | collaboration of scientists has | | | |
| Social and | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Understand the importance of the different parts of the EM Spectrum in everyday life along | collaboration of scientists has led to advancements in our | | | |
| Social and | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral | collaboration of scientists has | | | |
| Social and | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Understand the importance of the different parts of the EM Spectrum in everyday life along | collaboration of scientists has led to advancements in our | | | |
| Social and | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral | collaboration of scientists has led to advancements in our | | | |
| Social and | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of | collaboration of scientists has led to advancements in our | | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. | collaboration of scientists has led to advancements in our understanding of space. | Respect and tolerance | | |
| Social and | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, | Respect and tolerance, | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, collaboration during experiments | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, collaboration during | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, collaboration during | collaboration during | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, | | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, collaboration during experiments | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, collaboration during | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, collaboration during | collaboration during | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, collaboration during experiments and group work. | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, collaboration during experiments and group work. | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, collaboration during experiments and group work. | collaboration during experiments and group work. | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules when | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules | collaboration during experiments and group work. Following the laboratory rules | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, collaboration during experiments and group work. | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules when conducting practical | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules when conducting practical | collaboration during experiments and group work. | | |
| Social and cultural. | Magnetism and Electromagnetism, Electricity, Forces and Motion, Energy, Particle Model. KS5 – Electricity, Mechanics and materials Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules when | Understand the importance of the different parts of the EM Spectrum in everyday life along with the ethical and moral issues of the lonising nature of some of the parts. Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules | collaboration of scientists has led to advancements in our understanding of space. Respect and tolerance, collaboration during experiments and group work. Following the laboratory rules | collaboration during experiments and group work. Following the laboratory rules | | |

| Cultural Captial | Science - Careers display on W side corridor. | Science - Careers display on W side corridor. | Science - Careers display on W side corridor. | Science - Careers display on W side corridor. | Science - Careers display on W side | |
|------------------|---|---|---|---|--|--|
| | | | | | corridor. | |
| | Understand how different theories | | | | | |
| | link to the advancement of | | | | | |
| | technologies in everyday life. | | | | | |