Meden School Curriculum Planning							
Subject	Physics	Year Group	12	Sequence No.		Торіс	Materials

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
AQA GCSE Physics P5 Forces and elasticity	<b>3.4.2.1 Bulk properties of solids</b> Density, $\mathbb{P} = \frac{m}{V}$ Hooke's law, elastic limit, $F = k\Delta L$ , $k$ as stiffness and spring constant. Tensile strain and tensile stress. Elastic strain energy, breaking stress. energy stored = $\frac{1}{2}F\Delta L$ = area under force-extension graph Description of plastic behaviour, fracture and brittle behaviour linked to force-extension graphs. Quantitative and qualitative application of energy conservation to examples involving elastic strain energy and energy to deform. Spring energy transformed to kinetic and gravitational potential energy.	Applications of Hooke's Law include car suspensions, suspension bridges, mechanical watch mechanisms.

